

R E P O R T
OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
IN
T H E L O W E R P R O V I N C E S ,
FOR THE
3RD QUARTER OF 1856-57.

(i e from November 1856 to January 1857)

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No. 717.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

TO

C. T. BUCKLAND, ESQUIRE,

Junior Secy. to the Govt. of Bengal.

Dated Fort William, the 10th July 1857.

SIR,

IN continuation of my letter No. 462, dated 13th April last, I have the honor to submit the Reports of the Inspectors of Schools for the 3rd Quarter of the year 1856-57, *i. e.*, for the months of November, December and January last. Mr. Harrison's Report was received only four days ago; hence the delay in the submission of the present communication.

2. The University Committee having brought its proceedings to a close, and submitted its Report, the Supreme Government, on the 12th of December last, published in the *Gazette* a Resolution thanking that body "for the careful and complete way in which they had discharged their trust," and "adopting unreservedly the scheme of the Committee, which, with few exceptions, is strictly in accordance with the views expressed by the Hon'ble Court, in their Despatch of the 19th July 1854, and by the Government of India, in the letter appointing the Committee." A Vice-Chancellor and Senate were at the same time appointed by the Supreme Go-

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vernment, and directed to "proceed forthwith to promulgate the Rules proposed by the Committee and sanctioned by the Government of India, and to pass such other Rules, and take such further measures as may be necessary to give early and full effect to the scheme."

3. Accordingly the first Public Examination of Candidates

Calcutta.	Cuttack.	for entrance into the
Berhampore.	Benares.	University was held
Kishnaghur.	Agra.	in March last, at the
Dacca.	Delhi.	places noted in the
Patna.	Ajmere.	margin, and the first
Bhaugulpore.	Lahore.	
	Chittagong.	

Examination for the grant of Degrees will probably be held about the same time next year.

4. The following Government Colleges have been affiliated to the Calcutta University :—

Presidency College ... { General Department.
Law Department.

Calcutta Medical College.

Calcutta Civil Engineering College.

Hooghly College.

Dacca College.

Kishnaghur College.

Berhampore College.

5. In accordance with orders from the Supreme Government, measures were adopted during the Quarter for taking possession, on the part of Government, of the ground "considered by the Right Hon'ble the Governor General in Council to be the best for the (new) Presidency College," which ground is that immediately to the North of Colootollah Street and West of College Street. These measures

are still in progress, and although an unexpected difficulty has arisen from the high value* placed upon a bazar that occupies a portion of the space selected by the Governor General, and it is in consequence not impossible that another site may have to be selected, there is little doubt that the ground will be ready at least as soon as the Plan and Estimates for the new building are sanctioned. The Committee employed in drawing up the new design for the College was busily engaged in the work during the Quarter under review ; and their proposals, together with a rough Estimate of the cost of carrying them out, are now before Government.

6. For the proposed building for the College at Berhampore, an estimate amounting to Rupees (59,290) Fifty-nine thousand two hundred and ninety, has been included in the Budget of 1857-58, and the sanction of the Supreme Government is looked for at an early date. About one-half of the above is the proceeds of the Subscription raised by the Inhabitants of the District in 1853 for the purpose, and the other half, it is proposed, should be contributed by Government.

7. I have but little of special importance to report as to the Zillah Schools, in connection with the Quarter under review. They are, on the whole, well reported of by the Inspectors, and the effect of the new Rules referred to in paragraph 12 of my last Quarterly Report has been to bring them under more systematic and effective management than has been the case in past years.

8. The entertainment of an additional Master, on Rupees (200) two hundred a month, was sanctioned during the Quar-

* Eight lacs of Rupees are demanded for the site known as Madhub Dutt's Bazar.

*RETURN of Grants-in-aid sanctioned by Government, from 1st November 1856 to 31st
January 1857.*

Name of Proprietors or Managers of the Schools.	Name of Zillah.	Name and Locality of School.	English or Vernacular.	Amount of Grant per month.
Baboo Troylkhonath Banerjee and others }	Nuddeah ..	{ Ashmali, Thannah } Ranaghat ... }	Vernacular ...	12 8 0
Baboo Gunga Gobind Bose and others	Midnapore...	Marakata ..	Ditto ...	10 0 0
Baboo Gopeenath Sen and others ...	Calcutta ...	Ahirectollah ...	Ditto ...	21 0 0
Mr L. Clint and others ...	Dacca ..	Dacca ...	Ditto (Female)	80 0 0

WM. GORDON YOUNG,
Director of Public Instruction.

FROM

THE INSPECTOR OF SCHOOLS,
SOUTH BENGAL.

To
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W. GORDON YOUNG, ESQUIRE,
Director of Public Instruction.

Dated Hooghly, 4th March 1857.

SIR,

I HAVE the honor to submit my Report for the Quarter ending with the 31st January last, and I proceed to notice the several subjects which you have directed the Inspectors of Schools to report on periodically.

2. The Colleges and Government Schools of a superior class visited by me during the Quarter are those at Berhampoor, Kishnaghur, Howrah, and Ooterparah. These Institutions have been frequently reported on during the last twelve months, and there is not therefore much to be said. The Berhampoor College was working at a disadvantage when I went to that Station in November, in consequence of a temporary deficiency in the appointed number of Teachers and the absence of any Professor of Mathematics. This has long since been remedied.

3. The Kishnaghur College will always be an efficient Institution in the hands of a man like Mr E Lodge, who, in addition to the other qualifications of a Professor and Principal, possesses a degree of influence over his Subordinates and the Students which nothing but more than common ability and earnestness could give.

4. I regretted to find from a conversation with this Officer, that the Establishment of the Civil Engineering College was not looked upon by the Students at Kishnaghur with that interest and satisfaction which might have been expected. I am inclined to think that this is owing chiefly to two causes—the one being the significant declaration that Government would not consider itself under any *obligation* to give employment in the Department of Public Works to those who might go through the Civil Engineering course, and the second cause being that *unpractical* tendency of our College Students upon which I have before remarked, and which leads them to abhor anything like physical exertion. It will take some time before we shall reconcile these Book-men to bricks and mortar.

5. I was glad to find that a suggestion which I had made at my last visit, that the College Library should be lighted up in the evenings, had been carried out ; while the subscriptions for the erection of a Public Library had been coming in famously.

6. I was present during the hour when the 1st Class of the School Department were with Mr. Beatson in Literature, and I was greatly pleased with the clear and excellent manner in which

he communicated instruction, keeping alive the attention and interest of the pupils most thoroughly.

7. The Howrah and Ooterparah Schools are working well under Mr Cowper and Baboo Boro Mali Mitter. The selection of the latter gentleman in the place of Baboo Rani Tonoo Lahooree, who has obtained a year's leave of absence, has been a fortunate one. The Sub-Assistant Surgeon of Ooterparah (Baboo Doorgachurn Bysack) recently sent me some Mathematical papers written by three Students of the 1st Class, in competition for a Medal which that gentleman has, with much liberality and public spirit, offered as a Prize in Mathematics, and the papers showed that the subject had been well taught. There have been several changes and promotions among the Junior Masters of the Howrah and Ooterparah Schools during the Quarter; and, after obtaining your sanction to the appointment of a Pundit to the former at a salary of Rupees 20, I held a public "Competition" Examination at the School-House, and selected the best candidate.

8 Under this head I may mention that in November I proceeded to Berhampoor for the purpose of conducting the examination of "Candidates for appointment and promotion in the Education Department," or, in other words, the Teachership Certificate Examination. There were altogether eleven candidates, but all for the lowest or third grade Certificate. Six succeeded in passing, but only one so as to deserve the full salary attached to this grade, *viz*, Rupees 50. Nearly all were very deficient in the power of communicating instruction in Mathematics, Geography, &c, through the

medium of the Vernacular, while the answers to the written questions on the Art of Teaching were miserably bad. There will be no improvement in our Junior Teachers until we have a Normal School for them. I need not say anything on this occasion in respect to improved methods of teaching subjects or books, as all these matters have been exhausted by the School Improvement Committee in their Report, which is now being printed.

9. During this Quarter, an increase in the amount of *Office* work done by the Inspectors was occasioned by the orders transferring to us the disposal of cases relating to the Leave, Promotion, and Appointment* of Teachers in Zillah Schools drawing less than Rupees 50 per mensem. Indeed, the correspondence branch of the Inspectors' duties has become so large as to threaten the efficient performance of other duties. With about 150 formal official letters, more than 150 of a demi-official kind, and 300 native letters, to write every month,—besides other work, such as the examination of Teachers, the checking of Monthly Returns, the issue of Bills, &c., &c.,—one or two days' absence from Office, for the purpose of travelling or visiting Schools,—creates an accumulation of arrears from which it is difficult to recover for several weeks.

10. I have felt this drawback very keenly during the past three months, because, in addition to my usual duties, I had charge of *Mr. Woodrow's Office for more than a month*, and for ten days I was confined to my bed from

The Inspectors' Office
Work increased.

Work of the Quarter
under notice impeded by
special causes.

During the Quarter six Teachers were appointed by me to Zillah Schools.

severe illness; so that if my Monthly Statement of Schools visited show but poorly, I do not think I deserve blame on that account.

11. Regarding the Vernacular branch of my correspondence, I have one word to add. I think it of great importance that this should for the present be kept up vigorously; for Native Managers and Pundits will lose their interest in the new Schools, if their letters (tiresome and frivolous as they often are) are not answered. This Grant-in-aid system makes it necessary for the Inspectors to keep "the iron hot" by plenty of talking and writing, or, subscriptions will fall off, quarrels will arise between Managers and Teachers fatal to the Schools, and the whole system will break down.

12. During the Quarter, nine Indents for Prize and Library Books from Zillah Schools were forwarded by me to the Secretary to the Government Book Agency, after the revised alteration which you have directed the Inspectors to make in these Indents, whenever they deem it necessary. I believe that one object you had in view in giving this order was that something like uniformity should be obtained in regard to the works selected; but it is difficult to effect this object by the present plan. I would strongly recommend that persons competent for the task should draw up carefully a copious selection of works adapted for Zillah School Libraries and Prizes, and that a printed copy of this List should then be furnished to the different Local Committees. The object of uniformity will then be attained, and the still more important object of securing the selection of such Books only as are

really appropriate. Neither Local Committees nor Inspectors unassisted can be expected to perform this duty satisfactorily.

13. There have been the usual complaints and correspondence about delay on the part of the Secretary to the Book Agency ; and the transfer of this duty to other hands will, I hope, be an improvement.

14. During the Quarter, I submitted to you a Report on certain proposals received from the Local Authorities on the subject of the Zillah School at Purulia and the Purulia School, and I recommended that, instead of reducing the Schooling Fees from 1 Rupee to 8 Annas, in a District where there can be little advantage in teaching the people English,—or, at all events, in increasing the number who already attend the English School in spite of the present rate,—a good Vernacular School should be set on foot, which might be made attractive to the people by appointing a Cutcherry Mohurir to teach Zemindary Accounts, Legal Processes, &c., &c.

15. A similar recommendation has also been submitted in respect to another School, where the circumstances are much the same, Zillah School at Sumbulpore, viz, that at Sumbulpore, where seventy boys are spending some years in getting a little English “white-wash,” though there is little or no demand for such a qualification in that part of the country.

16. When visiting Midnapore last year, I had some conversation with Captain Beadle on the subject of erecting a Five’s Court in the School Compound. I thought that Physical Education at Midnapore, and elsewhere, if a fair proportion of the expense were raised on the spot, you might sanction a grant from the surplus funds of the

School ; but the inhabitants have themselves raised the whole amount (upwards of Rupees 200)—a proceeding which does them great credit. I hope the same thing may be attempted elsewhere. Manliness and courage so much depend upon physical training, that I think we should pay more attention to this subject in the education of the middle and upper classes who attend our English Schools and Colleges. The Gymnastic Lessons at the Hooghly and Presidency Colleges have not succeeded—probably because the Students could see no practical use in the thing. But if a recommendation, which I made some time ago, of teaching the lads the use of fire-arms and horse-riding, were adopted, I think there would be no such reluctance. If the sons of our Zemindars could acquire the habit of shooting Snipe and Dacoits, and of riding over their lands and seeing things with their own eyes instead of the eyes of their Omlah, it would be a decided improvement.

17. I come now to speak of aided Anglo-Vernacular Schools. I have received several applications for Grants-in-aid for the establishment of these Schools ; but as I was given to understand that Government would probably not sanction Grants for any more Schools of this class on their present footing, and as no orders were passed upon my previous applications for Grants, I have for some time deferred forwarding them, until I receive further instructions. The total number of Grants for Anglo-Vernacular Schools recommended during the Quarter do not therefore exceed eight—three for Bancoorah, three for Hooghly, one for Rajshye, and one for Beerbhoom.

18. For the aided Anglo-Vernacular Schools already at work, I have selected and appointed eleven Teachers during

the Quarter. In three of those established by Baboos Joykissen and Rajkissen Mookerjee, the large increase of pupils has rendered it necessary to appoint an additional Teacher. There were thirty-one Schools of this class actually at work on the 31st January, attended by about 2,300 Students

19. I should ere this have drawn up a set of Rules for these Schools, corresponding to those which I prescribed for the aided Vernacular Schools ; but as the whole course of instruction, mode of study, and rules of discipline hitherto in force in the Zillah Schools were undergoing an entire change at the hands of the School Improvement Committee, I thought it better not to lay down Rules which would in a very short time be replaced by others. I thought it better merely to direct the Teachers and Managers to follow the course of instruction and the Rules, as far as they were found applicable, adopted in the Zillah Schools.

20 With the heavy Office work described in a preceding paragraph, I have not found it possible to devote time to the inspection of these Schools ; and as the pupils are, for the most part, only learning the mere rudiments, I considered it quite sufficient if they were duly inspected by my Deputy Inspectors, who are all of them distinguished College Students.

21. Under the head of "Training and Instruction of Teachers," I have nothing of importance to record. The next subject is that of Vernacular Schools.

22. During the Quarter, I have selected and appointed twenty-four Head Pundits to various

Aided Schools.	Vernacular	aided Schools in the Division : four of the number were taken from Pundit Eshunchunder Vydiyasagur's School, and the rest were selected
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after special examination at my Office, out of about three times that number of candidates.

23. The number of aided Vernacular Schools actually at work* in this Division at the close of the Quarter was 79 ; and these Schools were distributed as follows .—

39 in Zillah Hooghly.		
7	„	„ Howrah.
7	„	„ Nuddea.
15	„	„ Burdwan.
9	„	„ Bancoorah.
2	„	„ Midnapoor.

The number of pupils attending these Schools was about 4,000, each paying an average fee of 2 annas a month.

24. There are a few Girls in two or three of these Schools, and I have recently received four Female Schools applications for the establishment of Schools to be attended exclusively by Girls. The projectors have consented to my appointing Christian Female Teachers, and I am in correspondence with the Missionaries in charge of Christian Schools, with a view to the selection of proper persons. As soon as this has been arranged, I shall forward the applications to you for the sanction of Government to the necessary expenditure. The people have not in any case proposed to bear any portion of the current expenses, but will provide School-Houses. I think that in the present state of public opinion, Government should gladly take upon itself the whole expense of maintaining such Schools. The projectors make a considerable sacrifice, in exposing themselves to annoyance and dislike on the part of a large section

* i. e., exclusive of Schools sanctioned, but not opened, &c., and exclusive of Model or Government Vernacular Schools.

of their less enlightened neighbours, and that sacrifice should be held at least as equivalent to a mere pecuniary donation.

25 During the Quarter, I have forwarded for sanction sixteen applications for Grants to improved Vernacular Schools, and many more would have been sent, but for the discouragement and suspicion which has been caused by Government having, during the last three months, passed no orders upon the applications for Grants previously forwarded. I am beset with complaints and lamentations from all quarters about this delay, while my Deputy Inspectors are in many places treated with derision when they assure the people that the delay is only temporary.

26 During the Quarter, another half-yearly Examination of all Schools of this class established six months and upwards has taken place, and Prizes will be distributed to those Students who have done well, as soon as the Indents are received. The cost of these Prizes will I presume be paid, without question, under the orders (No. 307) of the Supreme Government, communicated to the Government of Bengal on the 13th February 1855, as it was not, I presume, intended that the subsequent orders of the 14th November last (No. 1664), on the subject of rewards to Model Schools, should be retrospective in their effect, even if it was thereby intended to refuse expenditure in Prizes to the *Indigenous* Schools placed on an improved footing by means of Grants in-aid.

27. The orders last mentioned were communicated to me on the 29th December last, as a reply to my letter of the 23rd June 1856, in which I solicited sanction to a small Grant of

the public money for the purpose of stimulating the Teachers of Indigenous Vernacular Schools in my Division to improve the nature of their instruction ; pointing out at the same time the extreme urgency of some such measure, in consequence of the inability or disinclination of the people in most Districts to avail themselves of the Grant-in-aid system for Vernacular Schools. I trust, therefore, that when it has been explained to the Supreme Government, that the expenditure to which then letter has reference is required as an encouragement to Pupils and Teachers in *Indigenous* Schools improved by means of Grants-in-aid, or by the exertions of the Gooroo Mohashoys themselves, it will be readily sanctioned.

28. During the Quarter under notice, I have recommended that the sanction of Government should be obtained to the early extension of the plan of ' Circle Schools ' adopted in Mr Woodrow's Division, to the Districts of this Division. That plan was originally recommended by Mr Woodrow soon after he commenced operations, on the ground that the Grant-in-aid system was not one likely to succeed to any sensible extent for a long time. I did not recommend the introduction of the Circle School plan into my Division at that time, because the plan obviously does not make the same effective provision for an advanced description of Education as the regular Grant-in-aid plan—for, under the latter, each School has the whole time and services of a qualified Pundit, while under the former, each School only gets a third or a fourth of the Pundit's time.

29. Moreover, it appeared to me that the Circle School system was somewhat at variance with the spirit and inten-

* I hope that this urgency has been sufficiently made out in my Special Report on the progress of Education, dated the 15th September last.

tion of the new measures, as the amount raised in the Circle Schools from Schooling Fees would, in many cases, fall short of the amount given by Government. Indeed, in the Districts of my Division, the amount of fees collected in any three adjoining Patshallas is very seldom equal to the amount which Government is asked to give to each Circle. The Government gives Rupees 25 to a Circle of three Indigenous Schools, and Mr. Woodrow estimated the monthly receipts, from fees &c., &c., in these Schools, at Rupees 27. This may be the case in such Districts as the 24-Pergunnahs and Baraset, but certainly not in my Districts—not even in Hooghly, where the receipts I believe amount to an average, for each School, of about Rupees 6 (including fees, clothes and food)—an estimate which corresponds far more closely with that arrived at by Mr. Adam than with that stated by Mr. Woodrow. So that if the Grant-in-aid Rules were to be strictly followed, I could only ask for a Grant of Rupees 18 for a Circle of three Schools, which would hardly be sufficient for the proper working of the plan.

30. But it appears probable that Government sanctioned the outlay for Circle Schools in the Eastern Division, without reference to the Rules for Grants-in-aid (for Mr. Woodrow did not pretend that an amount fully equivalent to the Grant would always and everywhere be raised), and with reference solely to the grounds urged by Mr. Woodrow, *viz*, that there was no other plan for making an improved description of education available for the *mass* of the people.

31. As I have said, I preferred to try the Grant-in-aid system thoroughly in my Division before resorting to the inferior plan of Circle Schools; but it soon became evident, that although the former system might succeed to a certain

extent, other supplementary measures must be adopted for the purpose of reaching the mass of the people, as shown in my Special Report, dated 15th September last. I therefore long ago recommended, that whenever all the principal places in any Thannah Division have been thoroughly visited and "agitated," and every means adopted to secure the establishment of superior Grant-in-aid Schools, the Circle School system should then be introduced into those Towns and Villages, which, though possessing a considerable population, had not established the former class of Schools. I would recommend this course being adopted in every Zillah,—even in Hooghly, Nuddea, Burdwan, and Bancoorah, where Grant-in-aid Schools are gradually increasing in number;—but still more is this necessary in such Districts as Rajshye, Beerbhoom, Moorshedabad, and Midnapoor, where the Grant-in-aid system will not be resorted to by the people to any sensible extent for several years.

32. I have therefore solicited permission to organize Circles

List No. 1.

30 in Bancoorah at 25 Rs per mensem	750 0 0
30 in Midnapoor " "	750 0 0
30 in Hooghly " "	750 0 0
30 in Nuddea " "	750 0 0
30 in Burdwan " "	750 0 0

List No. 2.

For the present, and to be extended hereafter when all the Thannahs have been visited—

20 in Moorshedabad, at 25 each	500 0 0
20 in Malda " "	500 0 0
20 in Rajshye " "	500 0 0
20 in Beerbhoom " "	500 0 0
230 Total of Rs. per mensem	5,750 0 0

as per margin in the first instance, extending the scheme to other Districts hereafter. It will be seen that I have made two Lists of Districts: The first comprises the Districts where our attempts to establish Grant-in-aid Schools

have been longest in prosecution, and where nearly all the Grant-in-aid Schools which we are likely to have are now in course of establishment,—and the second List comprises

those Districts where a portion only of the principal Towns have been visited. Ultimately, a greater number of Circles will be required in the Districts of the second List than in those of the first, because we are not likely to have so many Grant-in-aid Schools in the latter, and the reason why more Circles are at present proposed for the Districts of the former List, is that a greater number of Thannah Divisions have been explored and "agitated" in the former than in the latter.

33. Supposing that on the average 200 boys are taught in each of the Circles, the formation of which has been recommended, the cost will be Rupees 5,750 per mensem for the education of 45,000 boys, or an average of about 2 annas a head per month, or 1-8 a year. I am aware that sanction was given to the Circle School plan in Mr. Woodrow's Division as an *experiment*; but as there is now no doubt as to the perfect success of that experiment, there appears to be no reason why the measure should not be extended in its operation.

34. Shortly after submitting this suggestion, I was informed that it had not been contemplated by Government, that the three systems alluded to in the preceding paragraphs should be introduced into the same Districts, but that the "model" or "aided" School system should be tried in some, and the "Circle School" system in others. I stated in reply, that I thought this view of the case was open to objection, and that no *one* of these systems would suffice for the educational wants of a whole District, and they must be worked in every District, because the different Towns and Villages of a District differ materially in respect to local circumstances. It is nonsense, I think, to speak of the respective character-

"Circle" Schools,
Grant-in-aid Schools,
and Prizes to Teachers
of Indigenous Schools,
should be introduced simultaneously

istics and wants and circumstances of different Districts, one might as well talk of European characteristics. Each District comprises Towns and Villages, which differ most materially from one another in regard to the facilities which they respectively afford for the progress of Education, so that although in one Town there may be a population sufficiently large, wealthy and intelligent to enable us to establish a Superior School, under the terms of the Grant-in-aid Rules, there may be another Town, not ten miles off, where none of these circumstances exist, and where consequently some less effective means of Education must be devised, such as combining three of the Patshallas into a Circle, and putting them under the instruction and management of a Pundit, who shall share his time and labour between them. In another place, where there is perhaps no Patshalla at all, or where from other circumstances the conditions necessary for the appointment of a Circle Pundit are wanting, we must be content with the lowest degree of improvement, *viz.*, that involved in the "Gooroo Mohashoy Reward" system, under which we give a small reward to the Gooroo Mohashoy, if he will introduce into his School certain minor improvements, such as the use of printed Books, Arithmetic on the English system, Reading, &c.

35 With respect to the few Government Vernacular
 Schools, I have only to report that I
 Government Vernacu- have recommended a reward of Rupees
 lar Schools. 35 to the Pundit at the Kandee School,
 (in Zillah Moorshedabad.) for the state of efficiency to which
 he has brought that School, and that the Commissioner of
 Cuttack has kindly undertaken to look after the Vernacular
 Schools in that Division, several of which are conducted by
 inefficient Teachers, and all of which require proper supervi-
 sion. In January, I asked Mr. Cockburn to select a fit

Pundit for the Koordah School, as the present Teacher could not even send in correct Returns. The Sydabad School at Berhampoor, which I visited in November, was still suffering from the evil influence and advice of the Pundit who had recently been dismissed.

36. The Deputy Inspectors have continued to perform their laborious duties very satisfactorily. Deputy Inspectors. Baboos Protap Narain Singh, Bromo Mohun Mullick, and Kali Prosunno Banerjea, deserve prominent mention. The last mentioned of these Officers should, I think, be promoted to the First Grade as soon as twelve months have elapsed from the date of his appointment. His great success in a very unpromising District, and the expense he is put to in traversing the extensive area comprised in his jurisdiction, entitle him to this promotion.

37. The number of Schools visited, and of miles travelled by the several Deputy Inspectors, during the Quarter, is as follows :—

			No. of Schools	No. of Mil
Protap Narain Singh	..	Hooghly	50	469
Bromo Mohun Mullick	..	Bancoorah	96	558
Brojanath Mookerjee		Nudley	17	328
Harry Sunker Dutt		Burdwan	45	188
Woomachurn Haldar	..	Midnapore	60	155
Kally Prosunno Banerjea		Moonsheeabad	46	276
Ram lall Mitter	..	Rajshye	17	371
Felix Johannes*	..	Malda	12	93
Puria Nund Mookerjee*	..	Beerbhoom	36	128

38. About the commencement of the Quarter, I succeeded in obtaining the services of Baboo Beerbhoom. Puria Nund Mookerjee as Deputy Inspector of Beerbhoom, where he possesses some local influence.

* Mr. Johannes and Baboo Puria Nund Mookerjee did not join their Districts until after the commencement of the Quarter

He is meeting with fair success, and the inhabitants of the District appear to be well disposed towards the extension of improved Schools.

39. Baboo Ram Lall Mitter has exerted himself to establish Schools in the District of Rajshye, Rajshye and Malda, but without much success. The small number of Indigenous Schools in this District, and in the adjacent District of Malda, affords sufficient explanation of the difficulty of making progress there. Mr. Felix Johannes, the Deputy Inspector of the latter District, has not succeeded yet in sending in a single application for a Grant-in-aid.

40. Things are not going on so well in Nuddea, under Brojonath Mookerjee, as I expected. Nuddea. There is a fair number of applications for Grants, but the Schools already established are not working very well. The three last,—those in Burnuggur or Oolla,—still remain closed, in consequence of the recent terrible pestilence.

41. Baboo Wooma Churn Halidar, of Midnapoor, still finds himself unable to induce the people of that District to establish improved Schools. The “Circle School” and “Gooroo-Mahashoy Reward” systems must at once be introduced here.

42. Our measures are working well in the remaining Districts of Burdwan, Bancoorah, Hooghly, and Moorsshedabad

43. During the Quarter, I recommended that each of my Deputy Inspectors should be furnished, at the public expense, with a Medicine Chest, as they are exposed to much risk of illness from fatigue, bad food, and bad lodging, &c.,

while they are constantly at a distance from all medical aid. They must also frequently have cases of sudden illness brought to their notice, where timely aid from the Medicine Chest would be the means of saving life.

44. The establishment of Book Agencies and Shops at Towns in the interior of Districts other than the Sudder Stations (where the School Book Society already has Agencies) proceeds, though slowly. Three have been established during the Quarter,—two in Midnapoor and one in Rajshye. From these Agencies, and those previously established, eighteen Indents were received during the Quarter for 4,399 Volumes, nearly all of which were, of course, merely School Books. 109 Volumes more were indented for on account of Prizes to aided Vernacular Schools.

45. In November I addressed the School Book Society, asking them to help me in promoting, through the means of these Agencies, the sale of Vernacular Works in General Literature of a useful and healthy character among adult readers. The Reverend Mr. Long having, at my request, furnished me with a list of such Works, I requested the Society to direct their Secretary to make arrangements with the Publishers and Proprietors of those Works, with a view to their being supplied both to their own Agents and to the Mofussil Agents appointed under the Deputy Inspectors.

46. This will probably be acceded to by the Society; but I must say that the great object of supplying the Towns and Villages of Bengal with cheap Books, is not likely to be carried out efficiently by this Society, unless it makes a radical change in its present machinery. If the Society could

Calcutta School Book Society.

not supply a few Zillah Schools with Books without enormous delays and at unreasonable expense, it is not likely that they will be able to undertake such a Work as I have now indicated I am only stating what I believe to be the opinion of the Members themselves, and I hope they will take the remedy into their own hands.

47. The Public Libraries have not all sent me their Statistical Returns for the Quarter; but the following is an Abstract of such as I have received :—

	No of Persons using Library	Amount of Subscriptions	No of Books borrowed
Moonshedabad .	36	R. 94 0 0	176
Burdwan ..	125	„ 36 10 0	289
Midnapoor* .	110	„ 104 8 0	297
Nattore .	40	„ 37 8 0	275

Forty Rupees worth of Vernacular Books have been supplied, at the expense of Government, to the Public Libraries at Bancoorah, Nattore, and Soory.

48 Understanding that Baboo Shamachurn Sircar (Sumra) was about to publish a new edition of his valuable Bengah Grammar, I urged upon him the desirability of reducing its price, as I found it difficult to insist upon its introduction into the aided Vernacular Schools, while the price remained so high. He informs

* For a previous Quarter

me that the greater part of the last impression remains unsold ; but that he is willing to reduce the price at present to 10 annas, and when another edition appears, to a lower price. I should be glad to see the unsold copies purchased by Government at cost price, with a view to their being sold at a reduced rate to the Village Schools.

49. The circulation of the *Education Gazette* continues steadily to increase. On the 31st January, the circulation in the Mofussil was 370*, and in Calcutta 107,—altogether 477,—which, I believe exceeds, that of any other Vernacular Newspaper in Bengal. The Editor receives every week a large number of communications, many of them valuable and interesting, and I have been everywhere assured that the paper is as popular as it is useful.

50. During the Quarter, the Department has received valuable aid from Mr. Cockburn, the Commissioner of Cuttack ; Mr. Wigram, Magistrate and Collector of Beerbhoom , Mr. Chapman, Magistrate of Rajshye ; and from Mr. Cockerell, Magistrate of Hooghly.

I have the honor to be,

SIR,

Your most obedient Servant,

HODGSON PRATT,

Inspector of Schools, South Bengal

* The largest circulation is in the Districts of Moonsheeabad, Midnapoor, Burdwan, Hooghly, 24-Pergunnahs, Dacca, and Nuddea.

No. 612.

FROM

THE INSPECTOR OF SCHOOLS,

EAST BENGAL.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated Fort William, 23rd May 1857.

SIR,

I HAVE the honor, in accordance with the instructions contained in your Circular, No. 97Q, dated 12th May 1856, to forward my Report for the Quarter ending 31st January 1857.

2 During the first half of the Quarter under report, I was suffering under a violent attack of illness, arising from unavoidable exposure to the sun and rain, while inspecting Schools in the Southern parts of the 24-Pergunnahs. Mr. Pratt took charge of the Office in my absence. The remaining six weeks of the Quarter were occupied in the inspection of Schools at Akyab and Kyook Phyoo. Owing to the utter absence of all conveyance by land, and the irregularity of that by sea, this tour occupied a much longer time than was necessary. As the mail is carried along the new road from Chittagong to Arracan, I thought it possible that a dawk also might be laid; but on applying for that purpose to the Post Office Authorities at Akyab, I found land travelling to be an impossibility. It is only with great difficulty that runners for the mails can be maintained. No inhabitant of Akyab had ever heard of a land journey to Chittagong, except by the Engineer Officers, who have elephants and other means of conveyance not available for ordinary travellers.

In order to ensure my reaching Calcutta even by sea, I was obliged to travel round by Rangoon and Moulmein, which involved a loss of time scarcely compensated by a hurried inspection of the Schools in those Towns. I gained, however, this information, that the long-established Moulmein School, so far from being able to supply Teachers for Arracan and Pegu, is not able to meet the wants even of Moulmein itself. Merchants offer high salaries for Burmese Clerks, scarcely able even to copy a letter, and consequently no one will stay long enough in the School to gain a good education. The Moulmein School has never produced a boy up to the Junior Scholarship Standard.

3. In the prescribed order of Report, the Colleges and superior Government Schools are first to be mentioned ; but as I had time to visit only the Schools at Arracan, my Report on the other parts of the District will necessarily be brief.

4. For many years the Community at Dacca has been accustomed to subscribe seven or eight hundred Rupees yearly for rewards to the most deserving boys of the School and College. From this Fund, many a poor industrious lad has received a substantial reward, which has enabled him to continue his studies with success. It is a matter entirely to be deplored that, owing to some misapprehension, this liberality has suddenly ceased, and the Subscribers have not even been asked to continue their usual donations. Few people in India are so thoughtful as to forward Subscriptions unasked. I, therefore, cannot but regret that the old practice has been given up. If these subscriptions were handed over to the Female School, the change would be most beneficial ; but it is feared that this will not be the case.

5. The transfer of authority in the internal arrangements of the College, from the Committee to the Principal, will eventually benefit the Institution by preventing division of responsibility; but the immediate result is a diminution of local interest in the College.

6. The Principal ought to hold a very different position to the Head Master of a Zillah School. The appointment of Principal is in England one of exceeding dignity and responsibility, and such it ought to be in India. The instructive staff of the Mofussil Colleges is quite inadequate for the work devolving on them. How can one man teach students of four different years Literature, History, Moral and Mental Philosophy, Mathematics, and the Physical Sciences. The years even are split into divisions varying according to the ability of the students or their choice of subjects. In point of fact, the Head and Second, and sometimes the Third Masters of the School teach in the College. Such an arrangement is inevitable, but it is evidently unfair to the School. The College itself should be strengthened

7. This intimate connection between the School and College has brought the latter into disrepute, for young men from the School Department persist in declaring that they are in the College. I know a case where a student from the School Department of the Hooghly College actually in this way deceived the Commanding Officer at Dum-Dum, and made him in consequence form a low opinion of the College. This source of error will be diminished by the use of the new term "Collegiate School." A boy of seven years will not now be superannuated for admission to a College as was till lately the case. In my opinion a child of that age, instead of being too old for a College, is too young for a Collegiate School.

8. It may be argued that the Collegiate Schools set a good example and are patterns of what a School ought to be. Without going so far as to say that they are patterns of what Schools ought to be, there can be no doubt that they turn out the best students in Bengal; but it is more than doubtful whether a system of instruction that is good for young men is equally applicable for children. Boys under twelve years of age have no business in a Collegiate School. Much as I love and admire the great endowed Schools of England, I would never recommend that a boy under that age should be sent to them. The system there pursued is not, and cannot be adapted, for young children.

In Indian Collegiate Schools, the Junior Department follows the system which works well in the College, but children of six or eight years old cannot, without unnatural compulsion, conform to rules made for men. I therefore am of opinion, that Colleges should not be connected at all with primary Schools.

9. Instruction for primary Schools is now a science in England. Almost the whole of the Parliamentary Grant is devoted to such Schools and to the training of Teachers for them. In India we want primary Schools, and the only plan of raising them is by means of trained Teachers from England. The Authorities here approved of a plan for securing their services, but it was thrown out by the Hon'ble Court of Directors, on the ground that we have in India the means of training such Teachers.

10. This very question has been thoroughly considered by every English School in Calcutta not connected with Government. The Doveton College, St. Paul's School, the Martimere School, and the Free School, have severally sent for trained

Teachers from Home. These Schools are perfectly independent of each other, and differ widely on many points. But on the necessity of improving the system of instruction for children by obtaining the services of trained Teachers from Home, they exhibit perfect unanimity. The Director of Public Instruction after mature consideration adopted the same views. The Governments of Bengal and India approved them. Yet this unanimity is without effect till the question is re-considered by the Hon'ble the Court of Directors.

11. The Schools in Arracan will form the subject of a separate communication. I may however here state that, for many years past, the Commissioner of Arracan has expostulated strongly on the state of the Akyab School, noticing particularly the excessive inconvenience which arises from the ignorance on the part of the Teachers of the Vernacular language. I was myself witness to the difficulty which arises from this cause. At Akyab, the Head-Master, though an able man, was obliged to confine his instruction in English Literature to hearing his Classes read and spell. For the meaning of what was thus read and spelt, the boys had to go afterwards to the Vernacular Teacher. It is evident that such a system is irksome alike to Masters and Boys. The only means of improvement is to make the Masters learn Burmese. For this purposé, a commencement has been made by causing a part of the increased salary of the present Head-Master to depend on his passing in the Vernacular. This system should be extended throughout all the Arracan Province, and all the Masters should receive an increase of one-third of their salary on passing in the Vernacular. The Vernacular Masters should similarly be encouraged to learn English. Till this is effected, any great improvement in the Schools is impossible. But still something more is wanted. The boys do not stay suffi-

ciently long in the School. As soon as they learn enough English to copy a letter, they obtain situations as Clerks. The demand so far exceeds the supply, that the Moulmein School, which was established in 1837, has not yet supplied that town. Merchants still give outrageous salaries to Clerks of very inferior qualifications. If the demand continues, and there is every probability of its doing so, the only possible means of preventing the continuance of the evil will be by increasing the supply. More Schools must be established. The Commissioner recommends that the status of the present Schools be raised. This, in my opinion, is unnecessary. The present Masters are able to carry on their boys for three or four years beyond the standard hitherto attained. If the three or four years were changed to eight or ten, the evil would still remain. The boys would still leave early, and the high qualifications of the Master would never be brought into exercise. The only means of meeting this evil is by increasing the number of Anglo-Vernacular Schools. I am happy to state that there is an application for an Anglo-Vernacular School at Sandoway—the *Ultima Thule* of Bengal. The post from Calcutta to Sandoway occupies in the cold season seventeen days, and in the rains more than a month, yet at Sandoway the desire for English is earnest.

12. Instruction in the Vernacular language is under the care of the Buddhist Priests, and a certain amount of reading and writing is almost universal. To impart instruction is a duty with the religious orders, and is conscientiously performed. Consequently, from Ramree to Tavoy, the Burmese can read. It is only at the part adjacent to Bengal that entire ignorance prevails. The Island of Ramree, in which is situated a Government Anglo-Vernacular School, is the Athens of Arracan and even of Burmah.

13. It will be difficult for Government to improve the Vernacular Schools, as the chief instructors are the Phoongees, who consider secular learning a profanation, and would not consent to teach Arithmetic, Geography, or History. Their object is fulfilled when their pupils can read their prayers and sacred books. The Phoongees refuse to touch money. A Grant-in-aid would, therefore, be an abominable thing, unless it came in the form of gilding for the Pagoda, or carved work for the Monastery.

14. The proportion of people able to read is differently estimated by different Officers ; but none give less than 70 per cent. In Bengal 1 per cent. would be too much.

15. The following applications for Grants-in-aid have been received during the Quarter :—

Grants-in-aid.	Anglo-Vernacular.—Sandoway	...	55	0	0
	Mooraparah	...	20	0	0
	Monsheegunge...		17	0	0
	Bamna	...	20	0	0
	Jwalbari	...	25	0	0
	Moneerampore		40	0	0
	Kissenagore	...	40	0	0
	Newabgunge	...	40	0	0
	Vernacular.—Poorah	...	20	0	0
	Barrackpore	..	16	0	0
	Collagachee	...	15	0	0
	Neelgunge	...	23	0	0
	Guckua	...	10	0	0
	Chandpore	...	10	0	0
	Kashimpore	...	14	0	0
	Panihatti	...	10	0	0

Vernacular.	—Noyhatti	...	10	0	0
	Najergah	...	12	0	0
	Rajibpore	...	15	0	0
	Luckikantpore...		13	0	0
	Sookchar	...	24	0	0
	Sarengabar	...	20	0	0
	Arialeh	...	12	0	0
	Shahpore	...	20	0	0
	Juggilpore	...	14	0	0
	Ambareea	...	25	0	0
	Machaeen	...	13	8	0
	Kadumgachee	...	12	0	0
	Moodurpore	...	12	0	0
	Koomerhatta	...	22	0	0
	Behale	...	25	0	0
	Bhatanda	...	13	0	0
	Majparah	...	10	0	0
	Dhottapore	...	11	0	0

16. I am happy to report favorably of the great majority of Grant-in-aid Schools already established. The Commissioners of Districts and other Officials who have visited some of them have given encouraging reports. The establishment of a School has almost invariably induced many more parents to send their children to School than had originally been expected. For example, the Anglo-Vernacular School at Hallyshaohur Koomerhatta has increased from 60 to 220 boys. This is the most favorable example; but the increase of others is equally unexpected.

17. The attendance and other particulars of the Grant-in-aid Schools, both Vernacular and Anglo-Vernacular, is given in the Statistical Returns for the Quarter, and need not be here repeated.

18. The Gurumohashoy Schools are not there entered.
Indigenous Schools. The following is a summary of the
Indigenous Schools now under improvement, in Baraset and the 24-Pergunnahs :—

45 Pundits.
129 Schools under improvement.
4767 Boys in these Schools.
10 Schools at which Girls attend.
26 Girls in these Schools.
5294 Books introduced by the Pundits.

19. I regret to state that the Girls' Schools at Sura and
Girls' Schools. Syedpore have been closed ;—at Sura
from want of pecuniary support, and at
Syedpore on account of the death of the daughter of the
principal supporter. The Dacca Girls' School still continues
prospering ; but I deeply regret that it has not yet received its
Grant-in-aid. There is another Girls' School at Lollbag, in
Dacca, supported chiefly by the Deputy Inspector. It has
twenty-five girls on the roll, and an average attendance of
twelve.

20. One of the Indigenous Schools under improvement
at Dacca is taught by a Native widow.
Female Teacher. She is paid but once a year, and the
highest gift is not more than one Rupee ; the average is three
annas. This gives just a pice a month. The attendance is
about thirty.

21. The Pundits of the Gurumohashoy Circles in the
24-Pergunnahs and Baraset are valu-
Sale of Books. able Agents for the sale and distribution
of books. They come to Calcutta monthly, for the pleasant

duty of receiving their pay and the equally unpleasant duty of passing their Examination. On their return they generally take a stock of books, from which they realize some profit from their customers, and some praise from the Inspector.

Deputy Inspectors. 22. The following is a Tabular Statement of the work done by the Deputy Inspectors:—

	Schools visited.	Miles travelled.	Books sold.	Prices of these Books.	Education Gazettes distributed.
Deputy Inspector of Calcutta...	95	459	..	....	6
24-Pergunnahs and Baraset ...	253	1460	700	131 4 0	31
Pubna ...	18	780	103	13 13 3	0
Furreedpore ..	32	491	440	107 9 0	13
Burrisaul ..	71	515	255	39 7 3	5
Dacca ..	52	549	562	65 8 0	22
	521	4254	2060	357 9 6	77

The Deputy Inspectors know that the chief element in their claims for promotion will be their success in the establishment of Vernacular Schools. For this purpose they work most laboriously, yet Grants-in-aid to Vernacular Schools increase, but slowly. The Deputy Inspectors have the greatest spur to exertion, that of increase of salary; yet they fail in this work. Bengalis will do little or nothing for Bengali Schools. Their craving is for English Education. Grants-in-aid fail for the Vernacular. The people will not give their quota of the expense. In Eastern Bengal, Vernacular Schools must be supported by Government and by fees. If the Public will do nothing, how can Government aid them?

23. The Public Libraries at Dacca, Furreedpore, and Burrisaul are in work ; but the readable Literature is still very meagre. At Dacca the Subscribers have read every book and now are asking for more.

I have the honor to be,

SIR,

Your most obedient Servant,

H. WOODROW, M. A.,

Inspector of Schools.

FROM

THE INSPECTOR OF SCHOOLS

NORTH-EAST BENGAL AND ASSAM,

To

W. GORDON YOUNG, ESQUIRE,

Director of Public Instruction,

FORT WILLIAM

Dated Dinagepore, 4th March 1857.

SIR,

I HAVE the honor to submit a Report on the state of the Schools in the circle of my inspection, for the Quarter ending with the 31st of January last.

2. The English Schools in the Division maintained by Government, I am happy to observe, are all making very fair progress. The number of pupils borne on the rolls is pretty much the same as it was at the close of the previous Quarter, *e x c e p t* at

	No. on the Books.	Average daily attendance.	Bogra, where there has
Sibsagor	64	58	been a clear increase of
Gowhati	54	44	twelve; but there has
Dinagepore.. .. .	135	78	been a decided improve-
Bogra	90	60	ment in the daily atten-
Mymensing	179	144	dance at all the Schools,
Sylhet	175	140	

which during the previous Quarter had been seriously affected by the prevalence of sickness. These Schools have all been visited by me during the Quarter under review, with the exception of the two at Sylhet and Mymensing, and the result has,

on the whole, been favorable, both with regard to the general improvement of the classes and the attention bestowed on them by their Teachers.

3. The only remark I have to make, refers to the very unsatisfactory course of instruction pursued in these Schools. The great object with the Master seems to be to endeavour by all possible means to get a few of their pupils up to the Junior Scholarship standard as the means of reflecting credit on themselves. It follows that the system of cramming is more or less adopted in all the Schools. The boys are pushed on from one book to another, without regard to their mental capacity ; and the memory is in but too many instances over-taxed, while the reasoning faculties are scarcely ever brought into exercise. The consequence is, that when the motive for all this labor has passed away, and the young man is removed from the hot-bed in which he has been nurtured, his mind, for want of something to feed upon, rapidly falls back again into a state of inertness almost approaching to imbecility ; and he who once was the flower of the School and had won honors at College, is, perhaps, a year or two afterwards, unable to write two consecutive sentences in intelligible English. That this is no over-drawn picture I need refer to no evidence to prove. The fact is patent throughout Bengal, and plainly shows that the system pursued in our Educational Establishments is unsound. One cause of this lamentable state of things may be found in the inefficiency of the Teachers for the task they have to perform, and their ignorance of the art of teaching. But the main fault, I believe, lies in the nature of the present Examinations and the course of preparatory study pursued in our Schools. Permit me, for example, to refer to the books used in the lower classes,—the English

to contend against. Yet it has maintained a very respectable footing, and has given a tolerable amount of instruction to a large number of youth. The Managers have lately applied for a Grant-in-aid, to enable them to maintain a more efficient staff of Teachers ; and should this be granted them, I have little doubt it will add much to both the prosperity and the usefulness of the Institution. The other four Schools are in the District of Mymensing, and have been reported of favorably by the Deputy Inspector. The Proprietors of these also have lately applied for Government aid.

6. The Normal School at Gowhati, I am happy to report, has continued to work well ; and the Superintendent, who had been absent on leave, has again resumed his duties.

Gowhati Normal School.

7. Of all our efforts in the cause of Native Education, those connected with the establishment and improvement of Vernacular Schools I deem to be decidedly the most important, for it is chiefly by means of them that we can hope to make a favorable impression on the masses. To the diffusion of Education through the medium of the Vernacular, therefore, the greater share of my time and attention has been bestowed ; and though I am yet unable to report any instances of brilliant success, it gives me pleasure to state that my Assistant and myself have met with more encouragement in the Quarter under review than in any other previous one.

8. The Vernacular Schools maintained by Government in the Districts of Bogra, Rungpore and Dinagepore, are all making very satisfactory progress. With a very few exceptions, they have all been visited by me in person during

Government Vernacular Schools.

the Quarter under review, and I am happy to have this opportunity to testify to the judgment and ability the Deputy Inspectors in these Districts have evinced in the selection of suitable sites for these Schools, and the system

<i>Model Schools in Zillah Bogra.</i>			No. of Pupils.
Namja ..	..	..	46
Chanchitora ..	..	..	59
Sherepore ..	..	..	71
Bunial ..	..	..	48
Champapur ..	..	..	45
Boopchanchia ..	..	..	22

In Zillah Rungpore.

Nowdanga ..	..	..	40
Godarhat ..	..	..	35
Boda ..	..	..	87
Chilmari ..	..	..	51
*Sahibgunge ..	..	..	16
Kashigunge ..	..	..	35
Olipoor ..	..	..	35
Sonyasicotta ..	..	..	82
Mahigunge ..	..	..	46

In Zillah Dinagepore.

Mohadebpore ..	..	..	47
Khausama ..	..	..	47
Mothurapore ..	..	..	57
Sujapore ..	..	..	16
Churamon ..	..	..	44
Rajarampore ..	..	..	41
Sundia ..	..	..	31
Ghoraghat ..	..	..	52

adopted in their inter-

nal management. The

Schools are yet far

from being so well at-

tended as I could wish

them to be; but when

it is remembered that

these three Districts

contain perhaps the

most ignorant section

of the population of

Bengal, and that not

a single Gurumoha-

shoy's School had ever

been known amongst

them, the success that

has attended our la-

bours in this Quarter

cannot but be con-

sidered satisfactory. Much, doubtless, remains yet to be done; but the work of Education is a work of time, and it is encouraging to find that our first efforts have not been unsuccessful.

9. There are two Government Vernacular Schools in this section of the country, which were established long prior to the present Educational movement, viz., those at the

The ravages of Cholera in the neighbourhood has seriously diminished the attendance at this School.

Stations of Bogra and Mymensing; and these, I am happy to state, are at present in a very flourishing condition. The School at Bogra numbers 167 pupils, and that at Mymensing 196. The several classes in

Bogra Vernacular School.

the Bogra School were examined by me personally during my late visit to that Station, and it gives me pleasure to record that the boys acquitted themselves very much to my satisfaction. Great pains had been taken in instructing the boys in Geography, and impressing on their minds the leading facts of the History of Bengal; and the readiness with which they gave correct answers to all the questions put them showed that they had been interested in these studies and had drawn from them food for thought. The Head Teacher, Pundit Kalikomol Sorbobhoom, deserves especial mention for the very satisfactory manner in which he has discharged his duties.

10. The pupils of the Mymensing Vernacular School were lately examined by the Deputy Inspec-

Mymensing Vernacular School.

tor of the District, aided by Baboo Bhugwan Chunder Bose, the Head Master of the Government English School; Baboo Mohanund Mookerjee, Sub-Assistant Surgeon; and Baboo Ramchunder Banerjee, the Collector's Treasurer,—Gentlemen who have evinced a most praise worthy interest in the cause of Native Education, and from whom we have at several times received much valuable assistance. They report that the Examination was, on the whole, most satisfactory, and reflected the highest credit on the zeal and activity of the Head Master, Baboo Janokey Churn Bose, and his Assistants.

11. The Government Vernacular Schools in the Province of Assam have, on the whole, done pretty

Assam Schools.

well during the Quarter under report. The Deputy Inspectors, availing themselves of the favorable

season, have travelled about incessantly, and most of the Schools show decided marks of improvement.

12. Of the Vernacular Schools aided by Government, I beg to state that I have received very favorable accounts of those in the Khasia Hills. Three had been unavoidably closed for the quarter, as the people in those localities could not dispense with the assistance of their children during the fruit season; but the other nine were in full operation.

13. The Reverend Mr. Hesselmyer, in Zillah Durrung, has had seven Schools at work, and writes very encouragingly of the progress made by the pupils in these Schools, and of the increasing interest the Kacharis of Durrung have lately shown in the efforts made for the instruction of their tribe. Were larger means placed at the disposal of this Gentleman, I have little doubt he would before long be able to open at least ten more Schools.

14. The aided Schools in Zillahs Sibsagor, Dinagepore and Rungpore are all making favorable improvement. Those in the two last-named Districts have been lately visited by me, and I believe them to be fully deserving of the assistance they receive from Government.

15. The Indigenous Schools, to which my Assistants have given particular attention, I am happy to report, show, on the whole, a decided improvement, and we have heard with pleasure of efforts being made in various other quarters for the establishment of several new ones. In the District of Sibsagor there are now nineteen of these Schools, where, till very

lately, not one existed, and these afford elementary instruction to an aggregate of 1076 pupils. But it is in the District of Mymensing especially that our efforts during the Quarter have met with most satisfactory results. There are now twenty-seven Indigenous Schools in active operation in that District. To Mr. Lance, the Magistrate of the District, I am particularly indebted for the valuable assistance he has given to the Deputy Inspector. Several of the Schools have been visited by him in person, and the pecuniary assistance he has bestowed on many of them, have proved most encouraging tokens to the people of his interest in their welfare.

16. In Sylhet, I regret to say, we have yet met with but comparatively little success; but there are signs of improvement in the feelings of the people, and I would hope that in the course of time the zealous exertions of the Deputy Inspector there, will be followed by advantageous results.

17. The Deputy Inspectors have all given me great satisfaction during the Quarter; but Baboos
 The Deputy Inspectors. Bykoontnath Sein, of Mymensing; Horo Chunder Banerjee, of Dinagepore; Horo Kali Mookerjee, of Rungpore; and Shama Churn Mookerjee, of Bogra, are more particularly deserving of notice. Men more devoted to their work I believe it would be impossible to find anywhere.

18. In my tour of inspection during the Quarter I have travelled over 1904 miles; 213 Schools have been visited by my Assistants and myself, and 547 Villages.

I have the honor to be,

SIR,

Your most obedient Servant,

WM. ROBINSON,
Inspector of Schools.

FROM

THE ASSISTANT INSPECTOR OF

SCHOOLS, SOUTH BENGAL,

TO

W. GORDON YOUNG, ESQUIRE,

Director of Public Instruction.

Fort William, 14th April 1857.

SIR,

I HAVE the honor to submit the following brief narrative of my proceedings during the Quarter ending 31st January last.

2. The progress made by the pupils of the Model Schools is really surprising, considering that the oldest among them have not been established more than eighteen months. The pupils commenced with the Alphabet, and have gone through almost all the class books at present available; such as—

1. Bornoporichoy, or Spelling Books.
2. Rijupat, or Simple Lessons.
3. Kathamala, or Select Fables of Æsop.
4. Nitisar, or Moral Stories.
5. Bodhodoy, or Rudiments of Knowledge.

6. Pashwabali, or Animal Biography.
7. Charitabali, or Exemplary Biography.
8. Nitibodh, or Moral Class Book.
9. Bhugul Bibarun, or Geography.
10. Banglar Itihas, or History of Bengal.
11. Patiganit, or Arithmetic.
12. Charupat, or Useful and Entertaining Lessons on Miscellaneous Subjects.
13. Jeeban Charita, or Biography.

This course, it will be seen, includes Geography, History, Biography, Arithmetic, &c.

3. The first admissions into our Schools were, for the most part, from the Indigenous Schools under the Gurumohosoys. At the commencement I was under an apprehension that trained up as the pupils were on the faulty system in use in those Schools, our system would be distasteful to them. I have, however, been agreeably surprised to find that, attracted by the novelty of our system, they have, by dint of great exertion and unwearied zeal, made so much progress in so short a time.

4. Some of the pupils of the Model Schools have entered the Calcutta and Hooghly Normal Schools, and others the Bengalee Class of the Medical College. The admission of such pupils into the Normal Schools is certainly an advantage to those Institutions. They have been found to be superior to outside Candidates owing to their having received a regular preparatory training in the Model Schools. I have consequently every reason to hope that these pupils will make better Teachers in a shorter space of time than their other Class fellows. The time, I think, has arrived when the system of pupil Teachers may be introduced. Upon this subject, however, I shall do myself the honor of addressing you separately.

5. The list of books given above does not comprise the whole course intended for the Model Course of Instructions, Schools. Those that were ready for use have been introduced in them. Others are under active preparation. The complete course will include History, Biography, Geography, Arithmetic, Geometry, Elements of Natural Philosophy, Natural History, Moral Philosophy, and Political Economy. I am aware that this course would be considered by many persons as high for the Pupils of Vernacular Schools. They think that the course of Instruction should be a very limited one.

6. This opinion appears to have been formed under an impression that the Students of those Schools are generally the children of the working classes, who cannot afford to keep them there for the period necessary to complete any extensive course. This impression is certainly erroneous. There are three different classes of pupils in the Vernacular Schools, *viz.*, the children of the higher, middling, and lower classes. The first class having means at command will generally withdraw their children from the Vernacular Schools after they have acquired a tolerable knowledge of Bengali and transfer them to English Schools or Colleges. The third class, from straitened circumstances, will, in many cases, not be able to keep their children in School for the whole time required to complete the course, and will generally withdraw them as soon as they are able to read and write and have learnt a little of Arithmetic and Mensuration. But the second class, whose children constitute the majority of the pupils in the Vernacular Schools, have the will to give them a tolerably complete Education, which, however, for want of ~~means~~ they can never do in English. They must, therefore, continue their children in the Vernacular Schools to finish a

complete course, and for this class of pupils the aforesaid course, in my humble opinion, seems to be absolutely necessary.

7. It has been stated, in the preceding paragraph, that the children of the working classes form the minority in the Model Schools. Parties

I know complain on this account, saying that the object of these Schools, which were opened more for the masses than for any other class, has not been attained. As far as I am aware, Government had no such object in view; the Schools were established for setting on foot a complete course of instruction in Bengali and thereby affording opportunities to the natives generally for imitation. Then again these Institutions are regulated on principles which will always act as a great drawback on the working classes. Here children are not only required to buy their slates, books, &c, but have to pay monthly Schooling fees. Labor in this country is so cheap that the earnings of the working classes are scarcely sufficient for their maintenance. They cannot, therefore, be expected to incur extra charges for the education of their children. If those classes are to be educated, the education must be imparted to them gratis so long as their condition is not bettered; otherwise, it is not reasonable to expect that those classes will reap any material advantage under the system in force in the Vernacular Schools.

8. It has been observed, in the second paragraph, that the pupils of the Model Schools have finished all the class books available. The compilation of these books has not kept pace with the progress made by them. This delay, however, appears almost unavoidable. The compilation is being made by myself and by other persons under my superintendence. You are aware

of the difficulty of getting competent men to undertake this task. The services of the few who are able and willing to do it have been secured, and they are endeavouring their best to finish their respective works as early as practicable. I hope, in the course of about two years, to get all the books ready which are required for the complete Vernacular course I have mentioned above.

9. It is certainly very desirable that the prices of class books for the Vernacular Schools should be fixed on a low scale, that the inhabitants of the Mofussil—who are generally poor—might afford to purchase them for their children. This circumstance I have always borne in mind in regulating the prices which have been fixed with reference to the actual charges for printing, commission on sale, and a small remuneration to the Compiler. I fully admit that a reduction in the prices would be more convenient to the Mofussil people; but this can scarcely be done without great hardship to the Compiler; for the two first items of charge admit of no reduction; the only item that can be in any way retrenched is the remuneration of the Compilers. If, however, that were done, no one would come forward to undertake the task of compilation; for such philanthropy as would make men undergo the labor of compiling and bear the expense of printing only for the good of their country, is very rare indeed. The only means by which the desired reduction can be made is, that the Government should be solicited to remunerate the labors of the Compilers in such a way as would enable them to sell their books at the cost prices. I have entered into a detailed explanation on this subject, for the satisfaction of the parties who only urge for a reduction in the prices of class books without taking the above circumstances into their consideration.

10. Schooling fees, at the rates of one and two annas per head, have been introduced into all the Schools. These rates, low as they are, seem to be high enough for many in the Mofussil, who have not only to pay their fees, but are also obliged to purchase books, slates, &c., for their children. The introduction of these rates serves as a great drawback on many, and the Schools have necessarily suffered a reduction in the number of pupils. It is true that parents pay these rates at the Indigenous Schools ; but it must be remembered that there are no other charges to be incurred in them, such as purchase of books, slates, &c. A reduction of the rates of Schooling may, I presume, enable all parents to send their children to School.

11. School houses in three villages have lately been completed, and the Schools transferred to them. In the other villages they are under preparation, and may be expected to be completed in a short time, with exception to two villages, the inhabitants of which are too poor to defray the entire cost of the buildings. It will, therefore, be necessary to grant them some aid for that purpose.

12. In consequence of the School houses not having been ready, no furniture has yet been provided for the Schools. The pupils and masters sit on mats to the great inconvenience of both. A complete set of furniture, consisting of tables and chairs for the Teachers, and benches for the Students, must be got ready as early as convenient. The Sub-Inspector's have been instructed to furnish estimates of the requirement of each School, which, when received, will be submitted for your sanction.

13. It is scarcely necessary for me to enter into the advantages of each School possessing a Library. For this purpose a small Library. For this purpose a small grant at the commencement may suffice, additions being subsequently made from Schooling fees, when these leave a surplus.

14. Some time ago, I was asked to give an opinion as to the utility of introducing Scholarships into Vernacular Schools; but as our Model Schools were then only just established, I reported that it was premature to give any decided opinion on the point. The time, however, has arrived, when, judging from the progress made by the Students of our Schools, such an encouragement has become absolutely necessary. The Scholarships, when granted, shall, of course, be retained in the higher Schools.

15. The success of Vernacular Education will depend materially upon the encouragement given in the way of providing the Alumni of those Institutions with offices under Government. People are eager to give their children an English Education, because they believe that such Education would ensure for them public employment, and that Education in any other language would be of no avail. This latter impression should be removed from their minds by providing Vernacular Students with suitable employment. They should, for instance, be nominated to lower posts in the Judicial or Revenue Departments, receiving promotion as they distinguish themselves by their abilities and experience. It may, I believe, be safely affirmed that Subordinate Officers from this class would be more efficient as well as trustworthy than the class of men who at present fill those offices.

16. The inhabitants of nearly all the villages in which our Model Schools have been established
 Effects, continue to feel a lively interest in their welfare. People who were at first not favorably disposed towards them, have commenced to appreciate their usefulness, and are by no means behind their neighbours in their zeal for the welfare of those Institutions. For instance, in the District of Hooghly, Kissennagore is considered as the chief seat of Hindu learning next to Nuddea. The orthodox Pundits of that village had, on the opening of the Model School there, not only slighted that Institution, but spoke of it disparagingly before others. The same men having witnessed the rapid progress made by the pupils of the School have begun to send their children to it. In the same way the inhabitants of the village of Seakhalla, in Hooghly, with the view to manufacture bricks for the School house, have, in consequence of not being able to procure other fuel, cut down several aswattha trees, which, in the eyes of orthodox Hindus, are considered sacred, and the feeling of them an act of impiety. Again, in the village of Protalpore, in Midnapore, the principal inhabitants are so anxious for the continuance of the School in that village, that they have agreed to defray from their own pockets any amount of Schooling fees which may remain unrealized at the close of the month, as well as purchase books for such of the Students as cannot afford to do so in consequence of their inability to meet those charges. These Schools may also be said to have excited a desire in the inhabitants of the Mofussil for imitating them, and in consequence many aided Schools have been established.

17. I cannot refrain, in this place, from noticing prominently the several Native Gentlemen who take the liveliest interest in the Model Schools, and are always very zealous for their welfare. Baboo Saradaprosad Roy, of Bha-

Native Gentlemen taking interest in the Model Schools.

janghat ; and Baboos Saradapersonno Mokerjee, Kalleecomar Dutt, and Pundit Shreeshchunder Bidyaratna, of Khantoorah, in Zillah Nuddea ; Baboo Radhabinod Chowdhry, of Amadpore ; Baboo Nobogopal Mozoomdar, of Jowgong ; Baboo Ramabullub Ghoshal, of Dinehat, in Burdwan ; Baboos Brojomohun Misser, Rammohun Misser, Brojomohun Chowdhry, Horropersad Puttanayack, of Protabpore, in Midnapore.

18. Towards the end of the Quarter this Institution was transferred to the building occupied by the School of Industrial Art, in the vicinity of the Sanscrit College. Formerly the School opened only in the mornings, in consequence of its having been located in the Sanscrit College rooms. Since the transfer, it is open from 11 A. M. to 3 P. M. every day, Sundays and holidays excepted. The hours of study being now greater in number than before, it is expected that the pupils will make greater progress in a shorter period. The School musters on its roll 97 pupils, including 47 admissions during the Quarter. It has supplied four Teachers,—two to the Inspector of Schools East Bengal, and two to the Inspector of Schools South Bengal.

19. I have now only to notice the old Vernacular Schools in Midnapore and Ooterparah. The former, as I have always reported, is in a very flourishing state, numbering 229 pupils; paying such high rates of Schooling fees as 4 annas in the upper, and 2 annas in the lower classes per each boy. With exception to the Patshalla at the Presidency, this School is perhaps the most largely attended of all other Vernacular Schools in any part of Bengal. The School at Ooterparah, though inferior, is also a flourishing Institution.

20. The Sub-Inspectors under me were engaged in
Sub-Inspectors visiting the Schools in their respective
beats. They continue to afford satisfaction by their unwearied zeal and attention.

I have the honor to be,

SIR,

Your most obedt. Servant,

ESHWUR CHUNDRA SHARMA,

Asst. Inspector of Schools South Bengal.

No. 706.

FROM

THE INSPECTOR OF SCHOOLS,

BEHAR DIVISION,

TO

W. GORDON YOUNG, ESQUIRE,

Director of Public Instruction,

FORT WILLIAM.

Dated Patna, 21st April 1857.

SIR,

By comprising in the Quarter ending 31st January a few days of February, I shall be able to review the Eastern part of the Patna District ; the whole of Monghyr, of Bhagulpore, Purneah Sudder Station, and a portion of Behar, through which I was journeying in these months.

Having in the early part of November proceeded to Chuprah to settle some disputes between the Deputy Inspector and some of his Subordinates, I returned to Patna, and having made my preparations, after some days' delay from the difficulty of procuring carriage, I marched on the 4th December, and owing to the many halts made, accomplished but 410 miles in the two subsequent months.

Before detailing my observations I may dismiss with a few remarks the Schools and Districts which I did not see, and commence with Gya School.

As heretofore this School has been the most numerous-
 attended and supported almost entirely
 Gya. from private funds. The average at-
 tendance is 171 3, an increase of 10 over the last Quarter. It
 has trenched on the Government Grant only for Rupees 60,
 and the total cost of Education per head monthly has been
 Rupees 2—a less sum than in any other Institution. The
 Local Committee have visited it with great regularity and
 corresponding benefit. Mr. Sandys, one of the best Members,
 has been transferred, but fortunately still remains in the
 Division, viz. at Bhagulpore.

Exhibits a slight but important decrease, and, though ra-
 Mozufferpore School. ther behind the others in English stu-
 dies, it ranks amongst the first as re-
 gards Vernacular Education, which branch is much insisted
 on by the Committee and the Secretary, Mr. W. R. Davies.
 The School is therefore held in high estimation by the Native
 Community, and contains a large proportion of Mahomedan
 boys, inducing the hope that this class is not as a body averse
 to our English Schools where Persian and Arabic are not
 neglected. Having received, as you are aware, a Grant of
 Rupees 500 from Government from its unexpended funds to
 meet a donation of similar amount from Baboo Harprokash
 Narain Singh for the establishment of a School Library, I
 shall probably be able in my next Report to announce the
 supply of a good collection of books of reference and standard
 works, which is certainly the crying want in all my Schools.
 Cost of education per head Rupees 3-1-2.

I had no opportunity of visiting this School during the
 Arrah School. Quarter. Mr. Godfrey, the Head Master,
 works on steadily, and the School under
 his charge stands higher than at any previous period, the

average attendance being 86 against 81 last Quarter. Total cost of Education per head monthly, Rupees 3-2-8.

Beyond the statement of an advance in attendance from 42 to 54, I have nothing to say of this remote and unvisited School.

Chota Nagpore School.

The rest of the English Zillah Schools have been regularly inspected by me during the Quarter, and my remarks on some of them will be found *in extenso* in the Abstract of Visitors' Books for the Quarter, to which, therefore, I also refer you for information.

The Patna High School has increased in numbers, but still lags far behind Gya and Bhagulpore ; it is chiefly defective in the lower classes, which are far less numerously attended than elsewhere. Possibly this is in part owing to the reluctance of parents unwilling to let loose their children in the purlieus of the low city bazaar, or (in the case of Mahomedans) to their being kept at home to receive instruction in Persian, which has not in my opinion had sufficient attention paid to it. Only one-seventh of the boys are of this race, a very inadequate proportion to say the least of it.

Patna High School.

The College Class under Mr. Twentyman—(an addition made during the Session and containing five students)—promises well, and may give additional renown to the School, as also would a new School house in a more convenient locality, although this can hardly be mooted at present. The causes of the comparative failure of this School are many and deep-seated, not the least being the lax discipline of years gone by, and the previous failures in its mutations from School to College, and *vice versa*, so that its rising to its proper place of first in the Province must be a matter of time. The

addition of Mr. Brownlow to the Instructive Staff, when he returns from his sick leave, will be both a help to Mr. Twentyman individually, and beneficial to the character of the School generally, for I do not think the lower masters—only one of whom is a Certificate-holder—are up to the standard.

The indisposition and positive neglect of duty on the part of Mr. Fox, the Head Master of this Patna Branch School Institution, have not only prevented any advance in numbers and progress, but thrown it much back. The average attendance has dwindled down from 69 to 39, and doubled the cost of Education. Under an experienced and diligent head it may not only regain its former status, but rise to its proper rank which is among the first. But I am by no means inclined to recommend an increased assignment till it shows a healthy re-action, of no transitory nature. It has been visited pretty frequently during the Quarter, though far away from the residences of most of the Members.

The new Head, who has since joined, though deficient in a knowledge of Oordoo, seems persevering and likely to give satisfaction.

At my visit in November, I found all here satisfactory, and no little praise is due to Mr. Hanvey Chupra School, and to the Local Committee, especially the Secretary. There are to be two Junior Scholarship Candidates, and though not likely to gain, failure at this first essay will not be discreditable. The boys are not as at Patna over age, and discipline is good. The only suggestion I had to make was regarding Vernacular translations, and in the lower classes rendering the reading lesson into more idio

matic Oordoo. Average attendance 90 against 77 in the previous Quarter.

Going and returning I halted altogether ten days at Bhagulpore School. Bhagulpore, and paid several visits to the School, which I had before seen, *viz*, on my way up to join my appointment. It is not advancing with the times, though there is nothing decidedly unsatisfactory in it. Baboo Goorochurn Mittre is, and has been for some time past sick, and will, therefore, shortly retire on his pension, which, as a very old and faithful servant of Government, he has well earned. At his time of life it is difficult to acquire any new science, and it will not, therefore, surprise me to find his Junior Scholarship Candidates failing in Zoology at the Annual Examination. Whenever he does retire, it will be difficult to find a successor who will more conscientiously discharge the important duties of a Head Master. The Secretary, Baboo Dwarkinath Chatterjee, Sub-Assistant Surgeon, is a very constant visitor at the School, and Baboo Girdharee Laul still maintains his own School and interest in the Government Institution. Attendance, 142; last Quarter, 144.

This my first visit showed that the Monghyr School is the least advanced of all. Its progress, however, if slow, has been sure, and the lads are very well grounded, in fact more solidly than usual, as far as they have gone, and we may find hereafter that it outstrips several of the others. It is remarkable for the excellent way in which the highest Class translate their lessons; and Mr. Macnair, the Head Master, of whom some time back my predecessor reported unfavorably, seems determined to retrieve his character. He also is an invalid, though not absent from his duties. Attendance, 71, the same as in the last Report.

There being no Deputy and Sub-Deputy Inspectors and Model Schools in this Zillah, I proceeded by dâk from Pir Pointee—the Purneah School. limit of my Eastward journey—to inspect the English School here, and stayed two days. The unfavorable state of this Institution was noticed by His Honor the Lieutenant-Governor last year ; and as my remarks are copied in full from the Visitors' Book into the Abstract, I need not reiterate them here. The Head Master, Baboo Khettromohun Mokerjea, formerly Second at Tirhoot, seems doing well. To the other disadvantages under which this School suffers must be added that of the Local Committee being entirely changed during the Quarter. Attendance, 41, against 26 in the last Quarter.

Of the Second class of English Schools—*i. e.*, private and aided ones—there are in my Division three—*viz.*, the Dinapore Grant-in-aid School and the Church Missionary Society's and Baboo Girdharee Lal's, at Bhaugulpore.

The Dinapore School remains the same as at my last report, doing much good in spreading English Education ; but its only resources are the Government Grant and the fees, the people being neither sufficiently alive to the advantages of the School to contribute more than the fee, nor generally permanent residents. It will receive my best attention, now that my travelling is over ; but I cannot confidently speak as to its standing after the grant expires.

The remaining two—Girdharee Lal's and C. M. S. Schools—at Bhagulpore, have already come before you in my special letters accompanying their applications for Grants-in-aid ; they are both diligently and earnestly maintained, and therefore though not equal to the Government Zillah Schools very important ones.

I now turn to Vernacular Education and Schools, and in my review for the sake of convenience commence with the District of Bhagulpore under Sub-Inspector Pundit Amar Nath Roy with three Sub-Deputies and two Circuit Teachers.

I may preface my remarks with a few words on the system adopted in the Zillahs generally. The Sub-Inspector has the management of the whole, and is ordinarily the only channel of communication and intelligence. To him come all the Reports and Returns from the Sub-Deputies and Circuit Teachers, and only an Abstract of these reaches me. Much, therefore, depends on him, for, receiving my information second-hand, unless some glaring incident occurs, matters may be going on tolerably well or ill without my being able to pronounce decisively on them. It is only on my tour that seeing things with my own eyes I can form a correct judgment and give the due award of praise or blame. But there is this to be said, that in my travels the present state of things actually before me gives also undeniable evidence as to the past, and thus though the lazy may have escaped detection during the previous year, or some of the deserving have not met due encouragement, the mistake is rectified at the close, and I gain experience to guide me during the next and future years. This will explain why I have not hitherto reported on my subordinate Staff individually. But to return.

1. *Sultangunge Chatsal*.—I found but three boys in the School when I visited ; the Register of
 Bhagulpore Schools. Sub-Inspectors, &c. attendance had not been regularly kept ; the Teacher was very old ; knew only Nagri ; and was copying books in lieu of his proper duties. From a conversation with the bazaar people, I found that neglect of the School by the Sub-Inspectors, and the incompetency of the Teacher were the principal causes of the failure. It had been under considera-

tion for abolition some months previously ;*but carried on in the hope that a gentleman resident near the village would give it his support and influence. It was utterly irredeemable and abolished forthwith.

2. *Soulutgunge Chatsal*.—Two Teachers here divided the allowance (only Rupees 5 monthly), and one taught Oordoo, the other Nagri. The services of the former were dispensed with as only two boys were reading with him ; the other was but little better, the boys (about twenty when I went,) were scarcely able to read, and the rent of the shed which held them being 1 Rupee a month, I decided on giving the Chatsal only three months' further trial, when, it not more successful, it also will go.

3. *Colyong Chatsal*.—Shekh Roshun Ali, the Teacher, knows both Oordoo and Nagri, and yet in this populous village there were only eighteen Scholars. Rupees 2 monthly is paid here also for house rent, but a sum has been collected amply sufficient with the Rupees 12 in the hands of the Sub-Inspector to erect a convenient building. The boys were more advanced than at Nos. 1 and 2, but far from having reached the proper standard.

4. *Pir Pointi Chatsal*.—Held in the Police Phari, and therefore rent free. There were sixteen boys, all very backward. The Teacher also not up to the standard, ignorant of Oordoo and unable to write Nagri. I told the bazaar people I would carry on the School a short time longer ; but if they would not send more of their children to it, it would be transferred to some other place.

5. *Gomareahat Chatsal*.—Here were only twelve boys, who could read nothing, and only work Addition and Subtraction. I appointed a new Teacher, being unwilling to

abolish this School, which is 80 miles North of Bhagulpore, and therefore stands almost alone. The boys only write Kaithi letters.

6. *Madhepoora Chatsal*—Zainooddeen Hussein, the Deputy Magistrate here, having taught himself English, is anxious to establish an English School, chiefly, it would seem, for the instruction of his own children. Yet here there were only twelve lads, and of these only one could read or write anything. He after Phailawut (a Primer and elementary Arithmetic) had been set to learn Dastur-ul-Maash, or Elements of Political Economy, and yet the Sub-Deputy Inspector, Mir Bunde Ali, had been frequently to the School. This also will remain but a few months on probation.

7. *Kishetungunge Chatsal*—This was the healthiest School in the District. There were forty-two boys present, learning Oordoo and Hindi, but they could only do Subtraction. The Sub-Deputy Inspector Laaqt Hussein, had not only made this a decent School, and induced a Mahjun, Kewul Kishan Bhugent, to build a convenient shed for its temporary accommodation, but had persuaded a Baboo, Odit Naram Singh, to set up another in his house at Allumnuggur.

Allumnuggur Private Chatsal—This is the one alluded to in the preceding para. I found it had existed three months, contained forty-eight boys, at present reading only Nagri, but Oordoo is to follow. It was altogether promising, and to a request of the Baboo that I would transfer the Phulout School (which was close by and a great failure) to Allumnuggur, I acceded with the proviso that the Baboo would previously build a fit substantial house for its reception. He has not yet accepted the proposition.

8. *Phulout Chatsal*.—Teacher very unfit and knowing no Nagri. The boys could only spell through a little of the

Oordoo Primer, and could not do Addition. This was abolished.

9. *Purmeshurpore Chatsal*.—Contained only 16 boys, but in all other respects good. The boys learnt Oordoo and Hindi, and one of them could write both (and Bengali) with facility. Sham Soondur, the Teacher, had been diligent and brought up his boys well. They had read, in addition to the usual elementary books, some History of India, and worked Proportion Sums correctly, explaining the process. The School has from its establishment been held in the house of Baboo Dobeprosad Choubé, the principal man in the village. The Baboo has given a site and will build at his own cost the new house for it, and his own son Luckiprosad who, for some months has acted gratuitously as Assistant Teacher, has since been appointed Teacher in lieu of Pundit Sham Soondur, promoted to the 1st grade Circuit Teachership, a vacancy caused by the degradation of Pundit Monjeejha to the 2nd grade.

This closes the list of the Bhagulpore Model Schools. There are doubtless some local disadvantages in this compared with other Zillahs, but had Pundit Amar Nath Roy, the Deputy Inspector, discharged his duties honestly and with diligence, the Schools would not have been so unpromising. I warned him, therefore, that if next cold season no improvement were visible, he would be removed from his post. Of the three Sub-Deputies, one seems fitted for his post. The other two have received warning that they also will be held responsible for their respective Thannahs.

These are seven, as follows : Sheikpoora, Toolseepoor, (Phool-
Monghyr Schools. warea) Begoo Sarie, Khugoria, Burheca,
Burligha, and Khuruckpoor. I saw all
but Khugoria, which being out of my route I passed over,

having found the state of the rest so satisfactory. In Sheikpoora, Hindi only is read ; but in the rest, both Oordoo and Hindi. The Masters are all competent, and the Schools really worth the name. Some of the Teachers merit increased pay, which I hope to give them by a different arrangement of the limited funds at my disposal.

Many Teachers in private Schools in this Zillah take on loan our books and use them, bringing their boys up half-yearly for Examination and reward. During the Quarter twenty-five Schools and with two hundred and forty-three boys were thus brought up, and Rupees 36-12 and eighty-six books given in rewards to Teachers and Pupils in Thannahs Sheikpoora and Soorujguriah. Two Schools hearing of my arrival came in from some distance two successive wet days to Sheikpoora. This District, although there are only three Officers—Pundit Moheendro Naram the Deputy, and Banarasee Pushad and Fida Hossein, the Sub-Deputy Inspectors—is in a very creditable state, and the Deputy is every way deserving of promotion.

In the Gya District I saw but one School—that in the Town of Behar. . It was very disorganized ; and the Teacher, though not wanting in ability, proved to be a worthless fellow, and I therefore abolished the School, which indeed was no longer needed, as Baboo Modenarain Singh, of Tckari, in the Zillah, has established a free School for both Oordoo and Hindi. Our books will be read in it ; but I cannot expect to get registers of information, which are always looked upon with suspicion.

1. *Futtooha*.—A very bad specimen of a Model School, the Teacher old and incompetent, and the boys ignorant and irregular, can read only the Hindi Primer and write in Kaithi. It is on trial for a few months more.

2. *Nowada Bycutpoor*.—Recently established and numerous attended ; this Chatsal, with a good Teacher, might do some good ; but the incumbent is a poor helpless specimen, and he must go. I saw it both going and returning ; no improvement had, however, taken place in the interval, as no subordinate Inspector had visited.

3. *Barh*—Barh is a very large village or town, and the seat of a Deputy Magistracy ; yet my School had but six Students, and these all belonging to one family. I therefore directed it to be closed, unless the numbers greatly increased in the succeeding month.

4. *Toratoli Dinapore Bazaar*.—Twenty-nine boys present at the time of my visit ; the Teacher of fair abilities, and the lads advanced as far as Division and Reading, the History of India in Nagri. It is recently established, and will do very well.

The remaining Schools in this District were not seen by me during the Quarter. Some of them are more advanced and in better order than the preceding ; but I fear Hurgobind Ghose, the Deputy Inspector, is only a second-rate Officer, and the District not in a proper state.

Into this Catalogue must be transferred the Durbhunga School, in which so little English was learnt that it has been at last altogether excluded. Until an inspecting staff is appointed for Tirhoot and the School periodically visited, it will not assume a healthy state.

In Zillah Monghyr I saw two Muktubs, *viz.*, at Ali-nuggur and Moulannuggur,—the latter of which is well conducted, and uses our series of books in addition to the usual and Arabic Persian course. Of Bettiah, Hattooh, and Doornawan and some others, as I do not receive regular registers and they will all fall in the present Quarter's tour, I will not now speak.

The English Schools taken as a whole are rising and improving, and as I have little opportunity
 General Remarks. for visiting them, I must attribute the advance to the Local Committees. Many gentlemen in these bodies take a real personal interest in the boys, and this class of members I believe to be on the increase. The Masters in the Zillah Schools are commonly inferior in abilities and attainments to those in Bengal, though some of the Head Masters by their diligence are gaining a name. We are worst of as regards second Masters, for I know no one of them in these parts who is fit to take charge of a School, they must, therefore, be passed over on the occurrence of a vacancy. The great interval between the salaries attached to the two posts (one being three times greater than the other) primarily causes this inferiority, and I would wish to raise the pay of the lower office to a standard more commensurate with that of the other. With the present School Assignments this, however, is impossible, the revenues from private subscriptions and fees being (except in Gya) much less than in Bengal. I see, therefore, no remedy but that of raising of assignments, and the state of Behar being considered in connection with the recent state of most of the Schools, the proposition appears reasonable. The history of the Institutions in and near Calcutta bears out this view. From being entirely supported by Government, many have advanced and become

nearly self-supporting. We may expect the same results to follow here, the more quickly in proportion as our Schools are more efficient. Rupees 4000 annually will permit the second Master's salary to be raised to Rupees 75, give an additional Junior Master, and relieve the now overcrowded lower classes, besides allowing the sum sanctioned for Library Books to be thus expended in lieu of being absorbed in the general current expenditure.

There have been no additional Grants-in-aid sanctioned this Quarter in my Division, and no Grants-in-aid. Vernacular Scholarships will be taken up. I issued Perwannahs to my Deputy Inspectors, describing the course to be studied, and the tests I should propose for gaining them; but none of the Schools are sufficiently advanced to compete this year.

During my progress through the Districts, I have sought every opportunity of conversing with both small and great, and have found great use in a few numbers of the *Illustrated London News* and *Bradshaw's Railway Map of England*. The very poorest and most ignorant can appreciate the difference between the two countries, when told that a paper with fifty or more excellent engravings and as much print as in an ordinary book, is produced and sent 10,000 miles at a cost of four annas; but for transmission along a 25th part of that distance in India three annas is levied. Their own clothes also furnish me with another telling argument, and by such simple illustrations as these, I produce at least a counterbalance to their prejudices, which, however, I confess, I have not met with in any formidable shape; and I notice that in the same degree as I find my subordinates negligent or inefficient, so is each District *reported* to be more or less prejudiced.

I have during the year only dismissed one subordinate, Mirza Hussein, in the Monghyr District, who had been guilty of extortion with many gross derelictions of duty. In consequence of his misconduct, the School at Begoo-Sarie was emptied; but my Deputy Inspector went there, and in a short time it was fuller than before. My verdict on the whole is favorable, and in cases where I have been called upon to censure, I anticipate more diligence, and its certain accompaniment—progress.

There is only one more subject to mention,—*viz.*, books and their sale. I have much regret in saying that after a year's correspondence my accounts with Agra are not settled. It is with the greatest difficulty and after repeated applications that I obtain answers to any important letters, and the District Schools are already suffering from the want of books, and this, if any thing, will retard our Schools. I do not think this Division has been treated with proper consideration by the Curator's Office at Agra.

I have the honor to be,

SIR,

Your most obedient Servant,

A. S. HARRISON,

Inspector of Schools, Behar Division

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

TO

W. GREY, ESQUIRE,

Secretary to the Government of Bengal

Fort William, 31st August 1855.

SIR,

IN compliance with the orders contained in your letter dated 4th of July, I have the honor to forward a Report of progress in the Education Department, for the first quarter of the current (official) year, *i. e.*, from May 1st to July 31st last

2 Beginning with the highest order of Education, I have to report that the Sub-Committees, into which the University Committee at its first setting resolved itself have brought their proceedings to a close, and have submitted to the General Committee Reports (with Draft Rules) upon the proposed Faculties of Arts, Law, Medicine, and Civil Engineering. These Reports have been forwarded by the General Committee to the several Local Governments, for any remarks or suggestions which they may be willing to offer, and on receiving replies from these Authorities the Committee will hold a General Meeting and take measures for submitting its Report to the Supreme Government.

3 Coming next to the Presidency College, the opening of which on its new footing dates from the quarter under review, I have to report that a course of study in the General Branch, resembling in its leading features the course proposed by the Council of Education in their letter of the 10th March 1854, but regulated as to most of its details by the scheme for the grant of Degrees which has been approved by the University Sub-Committee of Arts, has been introduced, and is now in satisfactory operation. It has been suggested to the Mofussil Colleges that, with reference both to general considerations and to the expediency of bringing up their students to the standard of a University Degree, it will be well for them to take the Presidency College course as their model, so far as circumstances will admit. This is accordingly being done.

4 The course of study in the Law Department of the Presidency College is at present on rather an uncertain footing. The present arrangements are however temporary only, and will be subject to any requisite modification at the commencement of next Session, by which time I trust we shall know precisely what the standard for a University Degree will be, and we shall be able to make our arrangements accordingly. Meanwhile the Law Students are receiving instruction from one Professor in Roman Civil Law and General Jurisprudence, and from the other in the systems of Law applicable to this country. The Sudder Court, as you are aware, have expressed their willingness to accept a College Certificate of having passed creditably through a complete course of Law Instruction as equivalent to a Certificate of having passed the Examination in Law prescribed for Candidates for Moonsiffships and Sudder Pleaderships, and, in consequence, we have a number of youths in the Law Department of the College qualifying themselves for appointments of this kind. The students in this Department also attend, as a part of their course, Lectures on Logic, Political Economy, Moral Philosophy, and Mental Philosophy.

5. The value of English Senior Scholarships has been reduced during the quarter from Rupees (30) thirty and (40) forty to Rupees (25) twenty-five for the Presidency and Rupees (20) twenty for a Mofussil College; and the saving thus effected has been applied to the creation of twelve additional Junior

Scholarships at each of the five Government Colleges, to be competed for only by lads educated at *private* Schools.

6. The principle involved in this latter measure has been further carried out (in compliance with the wishes of the Honble Court of Directors) in regard to the Scholarships of the old Hindu College, one-half of which will in future be made available every year for Hindu Students of private Schools and the other half for those educated at the (Government) Hindu School. In accordance with this rule, Scholarships tenable at the Presidency College have been awarded to three lads educated at private Institutions who passed at the Examination held at the Town

* One of these obtained a "Free Scholarship" only, as he did not quite come up to the standard for a Stipendiary Scholarship.

Hall in April last, *viz* to two* lads from the Hindu Metropolitan College and to one from the Jonye School. The Managers of the former Institution are somewhat dissatisfied because their

boys have not been allowed to remain at that Institution and there to hold the Scholarships they have gained. I do not think the complaint is just. It must be remembered that the object of granting Scholarships is not only to reward proficiency already shown, but to ensure continued progress for a further period and up to a higher standard of Education. I apprehend that there is in principle no objection whatever, but the contrary, to allowing those who have gained Junior Scholarships to prosecute their studies at a private Institution, all that is necessary is, that the Government should be satisfied that the scholar's time will be really well spent in such Institution, and that there is a fair prospect of his reaching the higher or Senior Scholarship standard in the same time in which he would probably reach it at a Government College.

7. Of the Institutions next in order to Colleges, I have not much to report in connection with the period under review. The Zillah Schools, forty-three in number, are generally in an efficient and improving condition, and are for the most part popular with the inhabitants of the Districts in which they are situated. An improved system of keeping accounts has been introduced during the quarter, by means of which the financial position of every School, and the amount available for the improvement or extension of the means of Education at its disposal, can at any time be easily ascertained.

8. In the Behar Districts, as the Lieutenant-Governor is aware, the benefits of Education are not desired or appreciated as they are in the Districts nearer Calcutta. Nevertheless, Mr. Chapman reports that there is in Behar a sound and steadily progressing appreciation of the value of English Education, arising mainly from the impression that a knowledge of English is the surest path to one great object of desire, *viz.*, public employ and preferment. This desire, Mr. Chapman considers, is almost the only lever we have to work with in a part of the country teeming with ignorance and bigotry, if not with hostility, and I sincerely trust therefore that the Government will do nothing to weaken its force by lowering or abolishing existing educational tests of fitness for employment in the public service. It is obvious that to lower these tests as regards the higher classes of appointments at the very time when they are being extended by Government to almost the lowest situations in its gift would have an appearance of retrogression and infirmity of purpose very injurious to the cause of Education.

9. I will here merely add, while on the subject of English Education and Zillah Schools, that measures are under consideration for raising the School at Patna to the status of a College or High School. On this subject I hope to be able to report further before long.

10. Our measures in regard to Vernacular Education have been some-

Mr. Pratt only joined the Department on the 18th June, and Mr. Woodrow has been, and is still, to a great extent employed in winding up the business of his late Offices of Government Book Agent and Secretary to the Council of Education.

what retarded in consequence of the delay that has taken place in passing the Rules for Grants in Aid, as well as by the obstacles that prevented the services of

Messrs. Pratt and Woodrow becoming available as early as was expected. Much difficulty has also been experienced in obtaining the services of a sufficient number of persons properly qualified for the important post of Sub-Inspector.

11 Messrs. Chapman and Robinson have however been employed throughout the quarter, as Inspectors of Schools, to good purpose, and have devoted themselves to their duties with the zeal which was to have been expected from them. These gentlemen are fully aware (as indeed are the other Inspectors and I myself) that the paramount object for which the Department has been placed upon its present footing is, (to use the words of the Education Despatch,) the dissemination among "the great mass of the people, who are utterly incapable of obtaining any Education worthy of the name by their own unaided efforts of useful and practical knowledge suited to every station in life," and further, that Education of this kind can be communicated "to the great mass of the people, whose circumstances prevent them from acquiring a high order of Education, and who cannot be expected to overcome the difficulties of a foreign language, only through one or other of the Vernacular languages of the country."

12. The object here indicated is a noble one, but whether it is fully attainable, and, if so, by what means, are questions, upon which the wisest and most experienced are found to differ widely in opinion. The difficulties attending the practical solution of these questions are however denied by none. The measures that have been adopted during the quarter under notice must therefore be regarded as only experimental. They have moreover been so short a time in operation that it is impossible as yet to judge of the success with which they are likely to be attended. I shall therefore now merely mention, as briefly as possible,

the steps that have been taken during the quarter towards carrying out a system of Vernacular Education, and shall leave a more extended notice of them for future Reports.

13. In Mr. Chapman's division a regular system has been set on foot under which indigenous Schools are visited and examined, books lent to them, rewards for improvement offered both to Teachers and Pupils, and inducements held out to the people generally to establish new schools. In this way 2,270 villages* and 832 School-masters were visited by Mr. Chapman's Sub-Inspectors during the quarter.

* Comprised within the following Districts, — Patna, Chuprah, Shahabad, Behar, Monghyr, Bhagulpore.

14. Model Schools, of which it is proposed to have about twelve in each District, are also being set on foot in this Division, and Mr Chapman hopes, by the end of the current quarter, to report the Establishment of a considerable number. He proposes to have at these Schools normal classes for the training of Teachers for indigenous Schools, and at the central Anglo-Vernacular Schools normal classes for Model School Teachers. Agencies for the sale of cheap Vernacular books are also being set up in all large towns, and a Vernacular Newspaper designed to serve the course of popular enlightenment is to be published at Patna, and its circulation promoted, as far as possible, by the Education Department.

15. In Mr. Pratt's division, during the quarter, a scheme of Model Schools was devised, which has since been sanctioned and is now being carried out. There will be five of such Schools in each of the Districts of Hooghly, Burdwan, Midnapore, and Nuddea, and each School is expected to be attended by about 150 boys.

16. A plan for the establishment upon his estate, with Government aid, of a number of Vernacular and Anglo-Vernacular Schools, was submitted by Baboo Joykishen Mookerjee. It is now under inquiry and consideration, and will I trust be shortly forwarded to Government for orders.

17. A Normal School, for the training of Vernacular Teachers, has been set up in Calcutta, under the superintendence of Pundit Eshur Chunder Surma, the Assistant Inspector, and is making good progress: other measures, having the same object in view, are in contemplation, and will be reported upon by Mr Pratt as soon as he has visited the Missionary Normal School at Santipore.

18. Mr. Woodrow's time during the quarter, or such portion of it as he was able to devote to the duties of Inspection, was chiefly employed in visiting the Government Vernacular Schools in the neighbourhood of Calcutta, and certain other Schools that are desirous of applying for Grants. Of the latter class are the Schools at Kidderpore and Allipore (under the Cathedral Mission) ; at Pakpara, Boroo, and Kalighât, in the 24-Pergunnahs ; at Rahoota and Nibodho, in Baraset ; Commercolly in Pubna ; and Rarooli in Jessore.

19. As you are aware, only two Grants in aid have as yet been sanctioned under the new rules, *viz*, to the Schools at Balee and Serajunge, but before the close of the present quarter many more will doubtless have been made.

20. Mr Robinson's scheme for setting up Model Schools in the Districts of Rungpore, Dinagepore, and Bograh, which was discussed and matured by him during the quarter in communication with Officers of local experience, has, as you are aware, been recently sanctioned by the Supreme Government, and is now being carried out.

21. A system of encouragement for indigenous and self-supporting Schools in Kamroop (of which there is a considerable number,) by means of rewards in money and books, has also been sanctioned.

22. A promising plan for the establishment at Gowhatty of a Normal School for Vernacular Teachers has likewise been submitted by Mr. Robinson, and will probably be put in operation before the date of my next Report.

23. During the quarter I have been in communication with the Calcutta School Book Society with a view to setting on foot Agencies for the sale of cheap English and Vernacular books at one or more Stations in every District of the Lower Provinces. The plan has been favorably received by those who have been consulted, and before the close of the present quarter much will have been done towards giving effect to it. At these Agencies books will be sold at the same prices as they are sold at in Calcutta.

24. Of the Government Notification of the 9th ultimo, regarding the employment of educated persons in the Public Service and the disqualification of any one unable to read and write for any appointment worth more than Rupees (6) six a month, eight thousand copies have been printed in English and Bengali, and these are now being distributed throughout the Mofussil by means of the Officers of the Revenue, Police,

Public Works and Education Departments Measures have also been taken for having copies in the Oordoo and Ooriya languages circulated throughout Behar and Cuttack.

25 I beg to transmit herewith, in original, for reference if necessary, Reports upon the educational proceedings of the quarter by Messrs. Pratt, Chapman and Woodrow, and I request the favor of your returning them to this Office when no longer required. Mr. Robinson has been unable to prepare his Report for the quarter in time to admit of its accompanying this letter

I have the honor to be, &c ,
(Signed) Wm GORDON YOUNG,
Director of Public Instruction.

No 62

FROM

THE INSPECTOR OF SCHOOLS,
South Bengal

TO

W GORDON YOUNG, ESQUIRE,
Director of Public Instruction.

Dated Calcutta, 23rd August 1855.

SIR,

IN accordance with the instructions contained in the 6th para of your letter, No 956, dated the 2nd July, I have the honor to append a brief narrative or review of the principal proceedings which have taken place in connection with the progress of Education in my Division, during the quarter ending on the 31st ultimo, and I have to regret that the non-receipt of the necessary information on some points has somewhat delayed its dispatch

2 You are aware that my own share in these proceedings has been confined to the last month of the quarter in question, and that whatever has been effected has been mainly through the agency of the Assistant Inspector, Pundit Eshur Chunder Vidiyasagur, and his Sub-Inspectors.

3 It appears from that Officer's narrative for the quarter, and from

other correspondence, that he took charge of his Office on the 1st May, and that, soon after, he deputed Sub-Inspectors to each of the Districts of Nuddea, Midnapore, Hooghly, and Burdwan, for the purpose of selecting villages for the establishment of Government Model Schools. At the end of June, the Pundit submitted a proposal for establishing certain of these Schools, but the scheme being incomplete, and information on certain important points being wanting, he was requested to submit another Report, after making the necessary inquiries. After further visits to the interior, made by himself and his subordinates, he submitted a revised Scheme and Report at the close of July

4. In this letter he specified the names of six Villages in each of the four Districts above-mentioned, as those in which, from their size or the wishes of the people, he considered the Model Schools might, with most advantage, be established. In all but four, the inhabitants undertook to erect new School houses, affording temporary accommodation until that could be done, and in the remaining four, the inhabitants consented to bear a portion of this expense. To these Schools, (which on the average are expected to have 150 pupils each,) the Assistant Inspector proposed to attach establishments, costing Rupees 70 a month.

5. He proposed that, for a year or two Education in these Schools should be gratuitous, after which time he considered the people would become sufficiently alive to the value of the Education imparted to pay a fee. As a fee would, in addition to the cost of the slates and books required in the new Schools, amount to more than the one or two annas the pupils now pay to the Gurumahashoys, he thinks the exaction of a fee, at present, would deter them from attending the new Schools.

6. Though properly belonging to the present quarter, it seems proper to mention here, that, on this Report, you at once authorized the establishment of five Model Schools in each of the four Districts, at an expense of Rupees 50 each, the Supreme Government having, in February last, sanctioned the scheme proposed by the Lieutenant-Governor, which involved an outlay to the above amount. This order was communicated to the Pundit on the day after, and he is now carrying out the measure. No fees will be exacted during the first six months.

7. I next proceed to consider the measures which have been adopted for the purpose of obtaining qualified Teachers for these and for the other Schools which we hope to establish with the co-operation of the people themselves.

Early in May, after consulting you on the subject, the Assistant Inspector states that he issued notices inviting candidates for Vernacular Teacherships to undergo Examination in the Vernacular, at the Sanscrit College. This resulted in the appearance of 200 candidates from the neighbouring Districts: they were examined by Pundit Eshur Chunder and his Assistant,* and ninety-two passed the test which was adopted.

8 Those who passed, however, being unfit for the improved description of Education required, a Normal School was opened at the Sanscrit College last month, for the instruction of these ninety-two candidates. The School consists of two classes, the higher of which is conducted by Baboo Ukhoycoomar Dutt. As regards the sufficiency of this School to supply what is wanted, this does not seem to be the place to address you, and you are better able to judge of this matter than I can pretend to be.

9 The subject, however, is one of extreme importance, as the success of the Government educational measures must depend mainly on the proper education of our Teachers, and I shall take the liberty of addressing you as soon as I have visited the Missionary Normal School at Santipore, where, but for illness, I should have proceeded ten days ago.

10 A kindred subject is that of the preparation of improved School-books. I have asked the Pundit to favor me with his views on this subject, and for a Report as to the books already published and in course of preparation for these Schools, on which subject I also intend to address you as soon as I have received a reply from him. I learn from his narrative for the quarter, that the following steps have been taken towards this end.

11 Two new works for beginners have been composed and printed at half an anna each.

The school-books known by the name of "Bodhoday" and "Niti-bodh" have been revised and re-printed, to cost half their former price, or two annas. I believe another work, a cheap edition of the "Rijuputee," has also been published. The Pundit has also been engaged in translating Aesop's Fables, and in compiling a book on Geography.

12. I will conclude with a brief statement of my own share in the proceedings of the last month of the quarter. Besides visiting and examining the classes of the Sanscrit College, I paid thirteen visits into the interior, visiting nine different Schools, some of them more than once. The

details connected with my examination of these Schools, and the considerations arising out of the various circumstances brought to my notice on the occasions, I have given in my diary. In the case of three of them being Anglo-Vernacular Schools, I have, I believe, induced the parties to open cheap Vernacular Schools in connection with them.

13. My main object, however, has been to qualify myself for the duties of my office, by the perusal of whatever Reports, correspondence, and books might enable me to decide on the numerous important questions constantly coming before me, and by improving my knowledge of the Vernacular language of the country, a thorough acquaintance with which is so essentially necessary in my present position.

14. I also commenced the careful perusal of the several Vernacular books in use in the different schools, with the view of ascertaining how far they are adapted to their object, in what particulars they require alteration, and in what cases to be wholly replaced by other works.

15. The returns of Indigenous Schools called for by Government from the local Officers of the different Districts not having been received, with one exception, by the end of the quarter under Report, I was unable to adopt active measures in regard to those Schools their enlargement and remodelling, in which work, I trust, fair progress may be made during the present quarter.

16. During the month I received applications for Grants in aid from two Anglo-Vernacular Schools already in existence, and one from a Vernacular School about to be established. On the two former I have reported, on the latter I hope to be in a position to report soon.

I have, &c,

(Signed) HODGSON PRATT,

Inspector of Schools, South Bengal.

NARRATIVE.

DURING the months of May, June and July, my duties as Inspector of Schools were combined with those of the Book Agency and with the preparation of the Report of the late Council of Education. The details of the Book Agency requiring almost daily attention, I have been unable to make any extended tour into any District, and have necessarily confined my inspection to the Zillahs of the 24-Pergunnahs and Baraset. In these, however, the demand for Education is far more earnest and general than in all the rest of the District; and during three days in every

week, I have been engaged in visiting the Government Schools or private Institutions which required Grants in aid or Inspection.

The Districts originally assigned for my Inspectorship were Furreedpore, Dacca, Backergunge, Mymensing, Tipperah, Sylhet, and Noakally. Under the Orders of Government, dated 26th June 1855, the Districts of Sylhet and Mymensing were transferred to Mr. Robinson, and Pubna, Jessore, Baraset, and the 24-Pergunnahs assigned to me. Chittagong has not officially been assigned to me; but the Reports of the Schools are forwarded to me as in the other Zillahs.

My circle therefore includes at the present time the following Districts:—

1 The 24-Pergunnahs.	6 Dacca.
2 Baraset.	7 Backergunge.
3 Jessore.	8 Tipperah.
4 Pubna.	9 Noakally.
5 Furreedpore.	10 Chittagong.

Of these, the first two only have been regularly worked.

The Director of Public Instruction applied to Government for State of Education in Returns of the Native Schools containing fifty boys these Districts. or upwards; and the requisite orders were sent into the Mofussil. I have only received them for Furreedpore and Dacca. The result shows that the limit of thirty boys is seldom attained, or that many Schools have been omitted. In Dacca there are only twenty-five Schools, of which thirteen are in the Town, and in Furreedpore only five Schools above the limit of thirty boys. From an accurate survey of all the Schools, great and small, in the Thannah Newabgunge of the 24-Pergunnahs, I am induced to think that many Schools have been altogether omitted. Newabgunge is the small Pergunnah at the North of the Zillah 24-Pergunnahs; and from the bad success of the Government Vernacular School at Monerampore, the demand for Education does not appear to be great, yet I find in this Thannah

3	Schools containing	50	Boys and upwards.
2	"	40	and less than 50
2	"	30	" 40
11	"	20	" 30
7	"	10	" 20
1	"	"	" 10

Of these twenty-six Schools, seven Schools, or 26 per cent., contain more than thirty boys. I therefore argue that omissions have occurred to a great extent in the Returns from Dacca and Furreedpore.

In a letter which I lately addressed to the Director of Public Instruction on general Education for the masses, I showed, from the results arrived at in the Educational Census of England and Wales, that we might, in Bengal, expect to find 25 per cent. of the population between the ages of four and twelve years, that is, in the age fit for Education; that of this number the girls would be $\frac{2}{10}$ and the boys $\frac{7}{10}$; and as the girls for statistical purposes may be omitted in an Education Census of Bengal, that there would remain nearly 9 per cent. of the population as boys fit for instruction. If, from various causes, 25 per cent. of this number are disabled from attending Schools or are instructed at home, which is the proportion allowed in England, there would still remain nearly 7 per cent. who might attend School. The result is shown in the accompanying Table :—

	Population	Boys between the age of 4 and 12 Years	Boys who ought to be at School	Boys who are in the Govt English Schools	Boys in the Government Vernacular Ben- gal Pathshalas
24-Pergunnahs, exclusive of Calcutta, ..	4,61,000	11,490	32,270	102	144
Baraset, ..	4,86,000	43,740	11,020	179	140
Jessore, ..	8,93,000	80,370	62,510	140	70
Furreedpore, ..	5,57,000	50,130	38,990	125	
Dacca, ..	5,42,000	48,780	37,940	409	
Pubna, ..	8,62,000	77,580	60,340	174	
Backergunge, ..	7,37,000	66,340	51,590	236	
Tipperah, Noakolly, ..	1,471,000	1,23,390	96,970	195	
Chittagong, ..	9,49,000	85,410	66,430	152	
Total, ..	6,858,000	6,17,220	4,80,060	1711	354

According to the proportion of those actually in School to the rest in England, the total number in Bengal would, out of these 4,80,060, be 3,80,000 boys. But there are now under instruction in

Government English Schools,.....	1,711
Government Vernacular Schools,	354

2,065

Education for the masses has therefore to be commenced in East Bengal.

On the 3rd July I nominated three Sub-Inspectors, but only one of them commenced his duties during the month,
Sub-Inspectors. and he on the 27th instant. The Director of Public Instruction has sanctioned the nominations which I have hitherto made. I am afraid that the alumni of the Calcutta Colleges will be but ill-qualified to stand the discomforts of Inspecting Schools, in the watery Districts of East Bengal, and that my chief supply must be from Dacca.

Baboo Jogutchunder Bannerjee, the Sub-Inspector of the 24-Pergunnahs and Baraset, was, for many years, the Head Native Teacher of the General Assembly's School, and, in this capacity, had the training of the subordinate Teachers. He is of course thoroughly drilled into the Scotch system of Education, as pursued in that Institution, and which for the *junior* classes, is so thorough and accurate as to leave little to be desired. He is, moreover, a far Bengali Scholar, and highly respected by his countrymen. For some months previous to his appointment, he discharged the duties of Darogah of the Barrackpore Pergunnah, to Mr. Fergusson's entire satisfaction. His personal strength and powers of enduring fatigue were tried in this capacity, and not the least inducement for my selection was his ability to walk twenty or thirty miles at a time, without being exhausted.

The second appointment was that of Baboo Pertabnarain Singh, one of the first students of the highest class in the Presidency College, and absolutely the first of all the Colleges in his marks for Bengali. He is the son of a rich zemindar at Beerbhoom, and has been appointed to Pubna, but has not yet joined his situation. I am afraid that the laborious duties of a Sub-Inspector are not suited to his temperament. For Jessore I have nominated Russie Laul Sircar of the Oriental Seminary.

For Furrteedpore I have selected Moonshee Allahadad Khan, of the Calcutta Mudrissa. This Mussulman is the son of the former Librarian of Fort William College, and will, from his family connection, have influence in that District. He and Warris Ali of Hooghly, are the only two Mussulmans who have ever attempted to pass the Senior Scholarship Examination. They both acquitted themselves well.

I have selected from ninety-six candidates, Mr. Rickett; for the Sub-Inspection of Burrisaul, but have not yet made the nomination. I recom-

mend that the appointments for Zillahs beyond the Megna be filled up with Dacca men.

In all these nominations I require the Sub-Inspectors to pass an examination in Tucker's Notes on Education, and Stowe's Training System or some other equivalent works, before entering on their duties. All the appointments have been made on probation. In consequence of these

circumstances, I have to report only the results of my own inspection, and the information I have obtained as to the general state of Education in my District. The Baptist and Independent Missionaries have favored me with some statements as to Jessore, Dacca, and Burrisaul, and have promised more.

The Local Committees have sent in the Reports of the Government Anglo-Vernacular Schools to the end of April 1855 to the Director of Public Instruction, and these contain the fullest accounts of the large Government Schools. It will be unnecessary for me to detail the information therein contained, which will come before Government from the Director's Office.

The only Government Anglo-Vernacular School in this District is at 24-Pergunnahs, Barrackpore, and, as the allowance from the Durbarrack Fund is only Rupees 80, while the regular Zillah Schools have from the Education Fund Rupees 250 per mensem, it cannot rise to so high a standard. It is a very fair specimen of a second class Zillah School, in which instruction is given up to a limit one year below the Junior Scholarship Standard. I have visited this School on three occasions, once in May and twice in June. On the first occasion, I directed attention to the neglect of mental Arithmetic and drawing of Maps; on the second occasion, that of distribution of Prizes, I required increased care in writing; and on the third I considered the best means of enlarging the School-house, which is now full to overflowing.

This Vernacular School is situated to the North of Barrackpore. On my inspection in May I found it in a miserable condition, and recommended certain changes which have been sanctioned. The Pundit is unpopular in the neighbourhood, and had been negligent of his duties, as the filthy state of the School testified. I recommended his removal. He has lately been alarmed at the prospect of dismissal, and has shown unwonted energy and skill. He will, however, be removed from Monerampore, but may perhaps be

tried on a reduced salary, in some School where he will be under rigid superintendence.

This School is situated eleven miles South of Calcutta, and was established by Lord Hardinge, forming one out of the celebrated 101 Schools. The Local Committee have attached an English Department to the Government Vernacular School, and pay the salary of the Teacher from the Schooling-fees, but the effect of the addition has not been favorable to the study of Bengali. There are sixty boys in the English, and forty in the Bengali School.

This School is known in the neighbourhood by the name of the Joynuggur School, being situated near that place of pilgrimage. It is situated about thirty miles South of Calcutta, on the Calcutta and Culpee Road. In dry weather the place is accessible, but in the rainy season the road, or rather the tract, miscalled a road, is impassable. The Pundit of this School has had to contend with great difficulties from ignorance and bigotry of the people; but, in spite of all opposition, the School numbers sixty boys, and is in an efficient state. It has been visited only twice in the last seven years, by the Collector, *viz*, once by Mr Grote, and once by Mr. Bayley.

The above Schools are the only Government Institutions in the 24-Pergunnahs with the exception of the Boarding-school for the Mysore Princes at Russapuglah, which is open as a Day-school to the people of the neighbourhood. The experiment of the Boarding-school was adopted at the earnest request of the entire family of the Mysore Princes. The old Day-school for the Princes was re-constructed. The largest palace at Russapuglah was made over for the use of the School the instructive staff increased, and every appliance for the comfort and health of the young Princes liberally granted. The completeness of the arrangements reflects credit on Mr. Scott, the Master of the Day-school, and he was nominated to the Head Mastership of the Boarding-school, but private and public circumstances combining to lessen his influence with the Princes, he was removed to Dacca College, and Mr. Conroy, from Moorsheadabad appointed in his place. The Superintendent of the Mysore Princes, Major Herbert, has been indefatigable in his exertions for the good of the School, and, if the new Head Master brings the feelings of a father and guardian to bear on his work among these neglected boys, they may be reformed, otherwise

they will continue in the deplorable state so faithfully described by the heads of the family in their petition to Government for the School. This is undoubtedly one of the most interesting experiments in the Department, and, if successful, will simplify measures for the education of the Native aristocracy of India. The Boarding-school was opened in May. Difficult cases have arisen, both among the Masters and the boys which have required investigation by the Superintendent and myself, but matters are, I now hope, proceeding satisfactorily.

The private Schools in the neighbourhood of Calcutta are numerous, and some of them in a very efficient state. I have every where been received with the greatest kindness, and requested to repeat my inspection as frequently as possible, even in Schools whose managers do not intend at present to apply for aid.

The provisional Rules for Grants in aid, as sanctioned by the Government of India, were received in my Office on the 21st July. Between that date and the end of the month, there was not sufficient time to receive many applications, but such as had been previously received, were taken up; and the applicants were requested to modify their proposals so as to bring them within the limit assigned by the Rules. The applications received before the end of July, are given below. In the 24 Pergunnahs, besides visiting and inspecting Government Schools, I inspected the private Schools at Paikparrah (twice), Behala, Sura, Halsea, Begaun, Boroo, Thakurpukur.

In Calcutta I visited several Schools and conducted the Teachership Examination in the Presidency College. During the months of May and June, the examination of the papers in Physical Geography and Surveying from all the Colleges in Bengal occupied me some hours daily.

The progress of Education in Baraset is most encouraging. The Government English and Vernacular School is in a very satisfactory state, owing to the zeal of the Local Committee. The School is full, and though the building is extensive more accommodation is required. The single fact requiring restriction is the increasing number of free scholars, who already exceed twenty, while the number of Scholars on half-fee is sixty. These exemptions, almost entirely confined to the Baraset School, have arisen in various ways. When the Female School Committee at Baraset was trying to raise their School, the Council of Education, in order to strengthen their cause, granted them sixty nominations of students, on half-fee, to continue so long as the School

was in a satisfactory state. The Day-school at Baraset was granted the privilege of sending ten boys, free of all charge, to the English School. The School at Bamunmora also was allowed to send two boys, and that superintended by the Dhurmo Sobha, two boys annually. If the boys thus nominated were to stay six years at the English School, each of the above Schools would enjoy the privilege of nominating twelve free scholars. Sufficient time has not yet elapsed to admit of this number being attained; but a steady increase of free scholars occurs yearly. There will soon be in the School ninety-four boys, wholly or partially exempted from the payment of fees, viz. :—

Boys nominated by the Female School Committee,.....	60
by the Day-school Committee,	10
by the Dhurma Sobha,	12
by the Local Committee on Bamunmora,	12

94

The Boarding-school at Baraset is unexceptionable in point of neatness and order, but the support given is fluctuating and never at any time extensive. Six boarders has been the maximum during the past year. The building is very convenient for students; and several boys lodge there who board with their friends in the town. The fee for boarders is two rupees monthly, and for lodgers only four annas.

The Agricultural Class is not so numerously attended or so energetically carried on as formerly. The respectable castes of Hindoos consider manual labour disreputable, and nothing but the genuine enthusiasm of the Master can conquer the passive resistance of the boys. I regret to say that work in the garden is not a popular occupation among the students. If a knowledge of Agriculture and Botany were made to "pay" in the marks for Junior Scholarship, the case might be different. A Bengali lad will study all the day and half the night for a Scholarship, and as long as the hours devoted to Literature and Mathematics tend directly to a pecuniary reward, while those given to Botany do not, there is no doubt which of the two will be chosen by him. But when, as now, pecuniary advantage and hereditary prejudice are both opposed to the study of Botany, the success of the garden is impossible.

while they are constantly at a distance from all medical aid. They must also frequently have cases of sudden illness brought to their notice, where timely aid from the Medicine Chest would be the means of saving life.

44 The establishment of Book Agencies and Shops at
 Book Agencies. Towns in the interior of Districts other
 than the Sudder Stations (where the
 School Book Society already has Agencies) proceeds, though
 slowly Three have been established during the Quarter,—two
 in Midnapoor and one in Rajshye. From these Agencies,
 and those previously established, eighteen Indents were re-
 ceived during the Quarter for 4,399 Volumes, nearly all of
 which were, of course, merely School Books 109 Volumes
 more were indented for on account of Prizes to aided Vernac-
 ular Schools.

45. In November I addressed the School Book Society,
 asking them to help me in promoting, through the means of
 these Agencies, the sale of Vernacular Works in General Litera-
 ture of a useful and healthy character among adult readers.
 The Reverend Mr. Long having, at my request, furnished me
 with a list of such Works, I requested the Society to direct
 their Secretary to make arrangements with the Publishers
 and Proprietors of those Works, with a view to their being
 supplied both to their own Agents and to the Mofussil Agents
 appointed under the Deputy Inspectors.

46 This will probably be acceded to by the Society ; but
 Calcutta School Book Society. I must say that the great object of
 supplying the Towns and Villages of
 Bengal with cheap Books, is not likely
 to be carried out efficiently by this Society, unless it makes a
 radical change in its present machinery. If the Society could

not supply a few Zillah Schools with Books without enormous delays and at unreasonable expense, it is not likely that they will be able to undertake such a Work as I have now indicated I am only stating what I believe to be the opinion of the Members themselves, and I hope they will take the remedy into their own hands.

47. The Public Libraries have not all sent me their Statistical Returns for the Quarter; but the following is an Abstract of such as I have received :—

	No of Persons using Library.	Amount of Subscriptions	No of Books borrowed.
Moorshedabad .	36	Rs 94 0 0	176
Burdwan ..	125	„ 36 10 0	289
Midnapoor* ...	110	„ 104 8 0	297
Nattore . .	40	„ 37 8 0	275

Forty Rupees worth of Vernacular Books have been supplied, at the expense of Government, to the Public Libraries at Bancoorah, Nattore, and Soory.

48 Understanding that Baboo Shamachurn Sircar (Surma) was about to publish a new edition of his valuable Bengali Grammar, I urged upon him the desirability of reducing its price, as I found it difficult to insist upon its introduction into the aided Vernacular Schools, while the price remained so high. He informs

me that the greater part of the last impression remains unsold ; but that he is willing to reduce the price at present to 10 annas, and when another edition appears, to a lower price. I should be glad to see the unsold copies purchased by Government at cost price, with a view to their being sold at a reduced rate to the Village Schools.

49. The circulation of the *Education Gazette* continues steadily to increase. On the 31st January, the circulation in the Mofussil was 370*, and in Calcutta 107,—altogether 477,—which, I believe exceeds, that of any other Vernacular Newspaper in Bengal. The Editor receives every week a large number of communications, many of them valuable and interesting, and I have been everywhere assured that the paper is as popular as it is useful.

50. During the Quarter, the Department has received valuable aid from Mr. Cockburn, the Commissioner of Cuttack ; Mr. Wigram, Magistrate and Collector of Beerbhoom ; Mr. Chapman, Magistrate of Rajshye ; and from Mr. Cockerell, Magistrate of Hooghly.

I have the honor to be,

SIR,

Your most obedient Servant,

HODGSON PRATT,

Inspector of Schools, South Bengal.

* The largest circulation is in the Districts of Moonsheadabad, Midnapoor, Burdwan, Hooghly, 24-Pergunnahs, Dacca, and Nuddea.

No. 612.

FROM

THE INSPECTOR OF SCHOOLS,
EAST BENGAL.

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated Fort William, 23rd May 1857.

SIR,

I HAVE the honor, in accordance with the instructions contained in your Circular, No. 970, dated 12th May 1856, to forward my Report for the Quarter ending 31st January 1857.

2. During the first half of the Quarter under report, I was suffering under a violent attack of illness, arising from unavoidable exposure to the sun and rain, while inspecting Schools in the Southern parts of the 24-Pergunnahs. Mr. Pratt took charge of the Office in my absence. The remaining six weeks of the Quarter were occupied in the inspection of Schools at Akyab and Kyouk Phyou. Owing to the utter absence of all conveyance by land, and the irregularity of that by sea, this tour occupied a much longer time than was necessary. As the mail is carried along the new road from Chittagong to Arracan, I thought it possible that a dawk also might be land; but on applying for that purpose to the Post Office Authorities at Akyab, I found land travelling to be an impossibility. It is only with great difficulty that runners for the mails can be maintained. No inhabitant of Akyab had ever heard of a land journey to Chittagong, except by the Engineer Officers, who have elephants and other means of conveyance not available for ordinary travellers.

Church Missionary Society, has a valuable English School at Bhaugulpore, with 150 boys upon its registers. Gridhari Lal, a Vakeel of the Judge's Court, has also an Elementary School, in which English is taught, with an attendance of some fifty boys; and the merchants and zemindars of Durbunga, in Tirhoot, support an English School established at the instigation of the late Collector, Mr. G. L. Martin, where sixty or seventy boys may be taught. On the whole, then, we may reckon that

Total of English Instruction in the Province.	about 1,350 boys are now studying the English language in the Province of Behar. I trust that private enterprize may soon enter the field to an extent more commensurate with the demands of the country.
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4. Although the number now studying our language and literature is, as yet, a very small proportion of the boys who, we may reasonably hope, will eventually do so, still, the rapid advancement of the last few years deserves a few words of explanation, though I am not sure that I can satisfactorily account for the whole of the results obtained. The greater part of the impetus given is, no doubt, due to the impression that has got abroad that all preferment under Government will be distributed in future only to those knowing English, and this impetus has been greatly strengthened by the large demand which has arisen for lads acquainted with English on the Railroad, the Gya road, &c. Something may perhaps be attributed to an increased desire for knowledge arising from the appreciation of what has been already attained: while I also think we may recognize some faint glimmerings of the acknowledgment of a principle, which I trust, will, ere long, be fully established, that the education of a Native gentleman is not complete without the knowledge of the English language. Still, as yet, the desire for English can scarcely be said to be spontaneous; and much of the success attained would not have been reached but for the exertions of the local Officers and of the Masters themselves.

5. The short period during which many of the Schools have been in existence will prepare you to hear that the Education given in them is, as yet, of an elementary character. Even in those which have been longer established, the standard attained is, for reasons to which I shall presently allude, not very high. My tour of inspection was made in the month of March, and you are already in possession,

General character of Education given.	My tour and impressions.
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somewhat in detail, of my impressions. I was generally well pleased with the industry and attention of the Masters, most of whom seemed adequately interested in the great cause in which they are engaged. Mr.

The Masters.

Twentyman, Head Master at Patna, is peculiarly distinguished in this respect. He and Mr. Platz

at Chupra are both very valuable men in the Department, full of zeal and energy. Mr. Godfrey, at Arrah, and Mr. Hanvey, at the Branch School at Patna, are also very popular among all classes and do their

Gya.
Bhaugulpore.

duty well. *Pundit Bal Makund and †Baboo Gura Churn Mitter are both deserving of the

greatest credit for the flourishing condition of their Schools, in each case due, not a little, to their own personal exertion and popularity. At the same time, I must endorse an opinion which I found to be entertained generally at both places both by the European and Native communities, that such Institutions should be superintended by Englishmen. It would be in the highest degree unjust to take ~~any~~ step adverse to the interests of either of these meritorious Officers, but the means may probably be found of effecting the requisite improvement without doing so. The only Officer whom I found to be deserving of censure was the Head Master of the Purneah School, who appeared very ignorant both of the condition of his School and of the duties of his situation.

6. I cannot speak so favorably of the system followed at our Schools,

Defects of our system
of Instruction.

nor of the practical results it is likely to insure, as I have been able to do of the Agents we are employing. The fact is that the curriculum

followed in our Zillah Schools appears to me to have been intended, originally, as the first part of a general course of study for the acquisition of English Literature. It is not my wish to express any opinion as to how far that course, considered as a whole, is adapted for that object, but I am convinced that the course of instruction at our Zillah Schools, if looked upon as complete in itself and unconnected with any subsequent aim, is, in a high degree, defective. That it ought to be so looked upon and adopted is evident from the fact that the great majority of our boys never think of following up their Education even up to the standard of the Junior Scholarship, while in Behar, all without exception leave School upon obtaining that standard. I have been told that the present system is well adapted to the acquisition of the English language, and that it would be hopeless during the few years during which

a boy attends a Zillah School to attempt to give him much general Education in addition to teaching him a new and difficult language. I say that, if this be true, our English Education must rapidly fall into contempt, and will do little more good than the old faulty system of the Moulavies and Pundits. In fact we shall be perpetuating the fundamental error of their systems, that of confounding language, a mere vehicle, with knowledge of which it should be the servant. To teach a boy English is, I conceive, to teach him nothing useful, unless at the same time you lay open to him the stores of which English is the key.

7. But from the principle asserted in the objection referred to in the last paragraph I entirely dissent. I think that Remedies proposed. we might combine the acquisition of a great deal more useful knowledge than is now made in our Schools with at least as successful a philological result. The success of the system followed at many Missionary Institutions proves this. I would therefore propose the final rejection of such obsolete works as Goldsmith's Essays and Traveller, with a great many others which it might be overbold to specify. Let us, too, boldly escape from the pedantic English custom, more than ever absurd in this country, of teaching a child the histories of people and communities long since obliterated before he knows any thing of his own country and times. I confess it has struck me as ludicrous to find small Hindoo boys puzzling over the half mythical Histories of Cadmus and Coriolanus, of Dunstan or Boadicea, before he has ever heard of Akbar and Aurungzebe, of Clive or of Warren Hastings.

8. But, however well laid out may be the studies up to the Junior Scholarship, we must confess that if we can persuade no boys to pursue their studies further, we have done but a small modicum of good. Further advancement for Junior Scholars. Owing to the great distance of the Colleges to which the Behar Schools are affiliated, no Behar boys have hitherto attempted more than the Junior Scholarship Standard. I have now proposed that Patna should be at once raised to the rank of a Collegiate School, pending the establishment of a College which will ere long be a necessity. You have assented to the principle of my proposal, and I trust in my next Report to be able to refer to the accomplishment of this great improvement.

9. The Zillah Schools were placed under my charge subsequently to my general tour, and I have consequently effected but few general improvements. A better arrangement of the working hours in some cases, and the introduction of some practical studies, comprises all the alteration that I have effected. I do not think that many minor reforms will be necessary.

Alterations introduced by me.

10. It will not escape the notice of Government, that the cause of English Education in Behar is in a peculiar condition. After ages of darkness and indifference the tide has turned, and no doubt we have a grand opportunity in our hands. I think that any one knowing the condition of Behar, where superstition and bigotry and ignorance contend for the pre-eminence, must recognize the special and peculiar necessity of doing all in our power to take advantage of such a favorable occasion. The importance, politically and philanthropically speaking, of introducing sound European knowledge into the Province can scarcely be over-rated, and, I believe, a little fostering liberality might do much towards effecting this. I can scarcely believe then that it can be seriously intended, just at this juncture, to reduce the assignments to the important Schools at Bhaugulpore and Patna, as has been intimated to the Local Committees at those places. Such a course, especially at Patna, would be ruinative. Rather let us give the favorable movement fresh impulse by every means in our power, by appointing the most efficient Masters we can procure, by improving our system to the uttermost, and by reducing the fee for beginners.

General remarks upon the state of English Education in Behar. Means for its further advancement.

11. It appears to me that the principle of fees is not defensible upon financial grounds. If the exaction of a fee operate, to any extent, to prevent boys from attending the School, it is not to the money received from those who do *attend* that we must look for an equivalent to out-balance the loss to the State of the check given to the spread of European knowledge among the rising generation. Such an equivalent *may* be found in the increased attention and more regular attendance that may be looked for, from those who pay for their schooling. But the fee should be no larger than what is sufficient to secure these objects without tending to decrease the attendance ; and I think that eight annas should be

Fees—their true principle.

the largest fee exacted for boys under ten years old who are studying the mere rudiments of knowledge.

POPULAR EDUCATION.

12. But, however great the importance that I attach to the spread of English Education, I must carefully explain that Popular Education, our great mission. I look upon it only as the accessory of our far more important and more difficult mission, *viz.*, the introduction of a system of Vernacular Education for the masses. The attempt to do so in a new era in the History of our occupation of this great country, and, I now propose to detail, with some care, the operations which have been commenced for this purpose in Behar.

13. It is unnecessary here to dwell upon the prevalent ignorance of the masses of our population, an ignorance gross and so firmly established by long custom, that tyrant so doubly tyrannous in India, that even the more enlightened among the higher classes can scarcely be persuaded that it would be right or necessary to remove it even were it at once feasible, while the lower classes themselves are quite content to acquiesce in the theory that Education is of no use to them.

14. These feelings acquire a deepened hue in Behar. We have to contend against the most profound indifference on the part of those whom we desire to benefit, varied occasionally to active resistance through the agency of superstition and suspicion, or the instigation of the influential classes, who have not only a religious antipathy to assisting us in such an enterprize, but anticipate, shrewdly enough, that the spread of knowledge might make their inferiors more independent of them, and consequently less valuable chattels. Indeed all classes seem to combine in rejecting all knowledge as something, they know not what, profane and dangerous. The most absurd objections find a voice : I have been seriously told by a well-educated man, that to make the attempt to spread Education generally was an unjustifiable invasion of the vested rights of the Moulavies and Pundits, while the Moulavies and Pundits, on their part, affect the greatest contempt for a knowledge of which they are profoundly ignorant, and, being the immemorial authorities on these subjects among the people, contrive to spread pretty generally their own prejudices against a system which they guess would rapidly oust them with their antiquated and pretentious ignorance.

15. People have gradually forced themselves to acknowledge the English Schools as a necessity ; not that they have, at present, any value for our learning, but they consider the acquisition of our language as necessary for the advancement of their children in this life, and therefore overcome their suspicions as to what may be the effect of this mode of Education upon their prospects in the next. For the study of this hated knowledge in the Vernacular, there is no such inducement ; on the contrary, they consider the study of the Vernacular as dishonorable, and in no case to be pursued further than is necessary for their daily business. If it be remembered that, with all these difficulties from without, we have to work with agents themselves strongly suspicious of our motions and altogether incapable of entering into or appreciating our plans, and that we propose to ourselves no less an aim than to induce the people at their own charge and expense, to take measures for the acquisition of this knowledge, some idea of the difficulty of the enterprize upon which we are embarked may be gathered.

16. You will perhaps think this an overdrawn picture. I do not believe it to be so. It is certainly anything but an agreeable one. But if we hope to cure a wound or heal a disease, we must probe to the bottom and disclose every symptom, however loathsome, otherwise what chance is there of our applying the right remedy ? Hopeless as is the state of things which I have described at the first glance, I still do not despair. *Magna est veritas et prevalebit.* Knowledge is more than a match for ignorance suspicion and hatred combined, and will, in time, become a necessity even in Behar. We may not at present see our way very clearly. You Sir and I may work on without discernible results, but success will come at last, and I have strong faith that our country is the destined agent for its accomplishment.

17. In addition to such obstacles as are peculiar to no special period, I must here remind you that in judging of the results of our first quarter's operations, due weight should be given to the special accidents which have militated against us during that period ; the principal of these was the design of depriving the jail prisoners of their lotahs. This is

still universally believed to be the opening act of a general scheme of which the Educational System is supposed to be a part for the forcible conversion of the Natives to Christianity. "We understand" is the significant answer frequently given to my subordinates, "*Udhar Magistrate Sahib khilâte khilâte, our idhar tum log parhâte parhâte !*" The fact is, the presentiment is strong and by no means transitory that Government will not only attempt to make its subjects Christians but will succeed in doing so. The conviction is shared in alike by all classes and all sects, and I do not think it is in the power of Government to remove it. This uneasy feeling is ready to display itself on the most trivial occasions; and the circulation lately of a controversial appeal to the influential Mahomedans throughout the country by some person in Calcutta, was, at once, attributed to Government, and has excited universal alarm among both Hindus and Mahomedans, adding materially to the difficulties which beset our plans. We must, always have expected that the intention of Government would be at first misjudged and connected with proselytizing purposes. It is incomprehensible to the native mind that any such scheme *could* be undertaken from mere disinterested and philanthropic motives, but the

Sonthals.

fortuitous occurrences above referred to have given a peculiarly active shape to their religious suspicions. Added to all this, we have had the Sonthal disturbances, which have so unsettled the two districts of Bhaugulpore and Monghyr as completely to stop my operations there, so that, it must be confessed, we have met peculiar difficulties in the introduction of our system into the Behar Provinces.

18. It was on the 17th April, that final instructions reached me to commence operations. The sum of Company's Commencement of my operations. Rupees 1,250 per month, was then placed at my disposal for the entertainment of the requisite staff of subordinate agents, and it was eventually settled that six Sub-Inspectors of the first grade should be appointed to assist me on salaries of Company's Rupees 100 per month each, and twenty of the second grade with allowance of Company's Rupees 30 each, to be raised for good services to Company's Rupees 35. The arrangement of the details of the measures to be adopted, was left very much to me; the instructions contained in the Despatch of the Hon'ble Court, paragraphs 89 and 93 being pointed out for my guidance.

19. In that Despatch the system adopted in the N. W. Provinces

Rejection of my proposal of introducing the N. W. Scheme.

was laid down on the model for all similar efforts in other parts of the country. It is due to myself to record here that my proposition to intro-

duce at once into Behar a system of Educational Officers upon the same

Limitation of my operation.

scale as was done in those Provinces was rejected as premature and too expensive. Instead of Com-

pany's Rupees 2,300 per mensem, which was the lowest sum that

Sarun, Shahabad, Patna, Behar, Monghyr, and Bhaugulpore.

would have been sufficient upon that scale, an allowance of Company's Rupees 1,250 monthly only was assigned to my Division ; and although

I was at the same time authorized for the present to confine my operations to the six Zillahs mentioned in the margin abandoning the important Districts of Tirhoot, Purneah and Chumparun, yet, even in this more limited circumference, my measures have been somewhat cramped for want of means.

20. While waiting for my instructions, I had, as already stated, made

Selections of Subordinates.

a tour to all the Districts in my circuit, the main object of which was to select the requisite staff of

subordinate Officers. Even long before this, I had written privately to the Officials at each station, requesting them to make it known that such appointments would shortly have to be filled up, and begging them to do their best to procure suitable candidates. The salaries offered were ample, but the work is unsuited to the tastes of the people ; and there is no opportunity for those exactions for which Government Officials have such a predilection. The duties of the Department, moreover, are held in the

Difficulty in obtaining candidates.

greatest contempt. I myself was urged not to accept an appointment so utterly unsuited to a

" Hakim." Whether from these causes or from the general prevalence of suspicion I cannot say, but it is certain that I had the greatest difficulty in procuring candidates for the appointments especially for the

* One or two of the lower grade appointments are vacant.

higher offices. Indeed, to this day,* all are not

filled up. I was fully aware of the importance of

securing the services of Natives of the Province,

especially for the higher appointments, but eventually I have succeeded in procuring only one Behari. Of the five other Sub-Inspectors, four are Natives of the N. W. Provinces and one is a Behar Bengali. The superior efficiency of the one Native of Behar whom I have appointed

shows how important it would have been to have nominated such generally : but they were not to be procured. One other man at Arrah agreed to take the appointment, but resigned it again the next day. His neighbours made it too hot for him. My early attempts to procure Masters for the Government Model Schools were still more completely unsuccessful. Indeed almost the only candidate I met with was a prisoner in the Jail at Motchhari who petitioned to the effect that he would be very happy to take service under me when his term of imprisonment was over !

21. The peculiar feature of the operations which we have now commenced in Behar, is the principle so forcibly insisted upon by Mr. Adams, in his admirable Report of 1838, as the only hopeful basis of any natural scheme of Vernacular Education for India, viz., the recognition of the Indigenous Teachers, to whom the people have always been accustomed, as the foundation of all our system. Our first object is to improve these, and to induce the people more regularly to employ them. By so doing, we hope to disarm suspicion, and conciliate the good will of both people and Teachers, while we believe that very general good may, if we are successful, be rapidly effected. The more direct plan of establishing Schools supported by Government has hitherto always failed ; the sympathies of the people are against them, and in Behar at least they have never been able to keep up any numbers. Even were it otherwise, it would be too expensive a system to admit of any thing like a general application. As it is, I have abolished, or am abolishing, the two remaining Schools upon the old system in the Monghyr District, and intend in future, to set on foot such Schools purely as models. A general system of visitation to all the village Masters ; the inducement of the inhabitants of villages where no Teacher is found to appoint one for themselves ; the establishment of these Model Schools ; and the sale of useful Vernacular works ; such is a brief programme of the work we propose to ourselves. I now proceed to fill in some of the details and to describe the operations of the quarter under each head.

22. I must premise that eventually it is intended that each zillah should be divided into a certain number of circuits, each circuit being occupied by one Sub-Inspector of the second grade. The size of these circuits it is intended so to arrange, as that the Sub-Inspector shall be able to go through them once in six months, but this arrangement cannot be effect-

Distribution of the Sub-Inspectors.

ed without experience. Owing to the paucity of Officers at our command, it was determined that their visits should be confined, for the present, to the actual Teachers, only the more important of the villages in their circuit containing no Teacher being entered. I therefore made over

one Thanna to each Officer, with instructions to limit his operations in that manner. In practice,

however, my subordinates have found it impossible to fulfil their duties satisfactorily while keeping to the letter of this order; and many villages have been visited whose importance did not justify it, under the impression that they might contain Schools. The whole tour of the country once completed, it will be easy to lay down a more definite course for the future; but the first tours will no doubt occupy a much longer period than any subsequent one.

23. Each Sub-Inspector carries with him a supply of books for sale to

Duties of the Sub-Inspector as to the Village Teachers. System to be adopted for their improvement.

all who desire to purchase. He also lends books to all Teachers who may be willing to undertake to teach them to their boys; and we propose to establish a general system under which the pupils of

all those who do so teach our books will be examined once in six months.

Average No. of Visitors.	Zillah	Distance travelled in Cos.	No. of Villages visited	Teachers visited		Total
				Hindu.	Musulman	
4	Patna, ..	381	505	138	73	211
3	Chupra, ..	333	498	65	78	143
3	Arrah, ..	144	244	14	27	41
2 1/2	Behar, ..	357	511	202	104	306
2	Monghyr, ..	147	261	61	30	91
2	Bhaugulpore,	202	281	28	22	50
	Total,	1,561,	2,270	438	334	832

A pecuniary reward of four annas will then be given to the Teachers for each boy passing a successful examination, besides prizes of books to the boys themselves. It is hoped that, when confidence is once established in the stability of the intentions of

Government, these inducements will prove sufficient to attract both Teachers and pupils, but this will probably require more than one six months. The marginal table shows the number of Villages and of Teachers visited during the quarter in each District and the gross distance travelled.

24. In judging of this material exposition of the work done, it must

Work done by Sub-Inspectors.

be remembered that the full complement of Officers have not been employed during the whole

time, and that locomotion is in a great measure stopped during the month

of July. The statistics, being for portions of Districts only, are at present nearly valueless ; but I must remark that the number of Teachers met with in the Districts of Patna and Behar is larger than I had anticipated. The result in this respect already justifies sanguine hopes of future usefulness, if we are once able to obtain the co-operation of this class. It would be premature to express any opinion as to the success or

Results.

failure of our efforts at present. I cannot, however, report any very encouraging features. About 200 books only have been accepted on loan ; but the system of rewards has only been very lately settled and is not yet promulgated, so that it is

Reception of Sub-Inspector by Teachers.

hardly possible to judge of its effects. Of the Teachers visited, many have certainly looked upon the advent of the Sub-Inspector with suspicion and dislike, if not with actual terror, especially the Mussulman Teachers. A Report was industriously circulated at Chuprah, that it had been made a criminal offence to keep a Teacher at all, and that the Educational Officers were appointed to report all transgressors. The head Sub-Inspector was actually greeted by a poor Teacher with a beseeching prayer that his heinous offence might be overlooked for this once. Insult and abuse, too, have occasionally not been spared, though generally evasion only has been resorted to. One Teacher did not know the low Nagri character. Another only kept a School during the rainy weather. A third would do all we pleased when the cold weather came, and so on. Many held back from taking the loan of our books under a vague fear that some penalty might subsequently be demanded of them if their boys were badly taught. I need not say that my efforts have been directed, as much as possible, to remove such fears. I require no engagements and no contract to be entered into by those accepting our books on loan, beyond a promise that, in the event of not producing their boys for examination, they will return the volume. Of those that have taken our books, by far the greater number are residents of the neighbourhood of the large towns.

25. In the villages where no Schools were found, I think the reception of the Sub-Inspectors has not been, on the whole, unsatisfactory. They were directed, in such cases, to endeavour to induce the people to combine, either among themselves, or with the neighbouring villagers, for the support of a Teacher ; the inhabitants of many villages are re-

Reception of Officers where there was no Teacher.

ported to have expressed their intention of acting upon this advice. Of course very few will have carried out the intention they thus signified, and it cannot be ascertained, at present, whether any have done so. Still more declare their readiness to send their children to any School the Government choose to set on foot within reach of their village, paying any fee required from them. This is a proposition to which we could not generally listen to. The great majority, however, remain for the present firm in their ignorance, either at once rejecting all overtures, or pleading some excuse, such as poverty, agricultural occupation, &c. In many cases, the ryots refer the Sub-Inspectors to their zemindars. The problem has yet to be solved how to induce these latter to see it to be their interest to forward the Education of their ryots. Some of them are amongst our most strenuous opponents.

26. There is no doubt that our difficulties have been materially in-

Difficulty from the ge- increased by the fact that our books are printed
neral use of Kayasthi, in the Dev Nagari character. I am still clear
that we were right in selecting the character, but it will require time to
overcome the obstacles arising from its use. The statement constantly
meets us, "We don't want the Dev Nagari. All our accounts, Putwaree's,
and others are kept in Kayasthi." In the North-Western Provinces,
this difficulty was overcome with ease, by making the Putwarees file
their accounts in the Dev Nagari. Here these Officers are entirely dis-
organized and file no accounts at all. I have already suggested that
much might be done by an order that all docu-
ments in Summary Suits, now prepared in Kayasthi

Proposed remedy. would in future be required in the legible and useful Dev Nagari. It is
however, so far satisfactory that the sale of books has been the most
successful feature in our quarter's operations.

27. The marginal table shows a sale during the quarter of

Sale of Books

ZILLAS.	Urdu Books		Hindi Books		Total	
	No	Price.	No	Price	No	Price.
Patna, ..	123	33 1/3	3	16 9	292	63 2 9
Chupra, ..	0	0 0	0	0 0	0	0 0 0
Arrah, ..	148	31 5 6	216	34 11 3	264	66 0 9
Behar, ..	72	15 9 0	184	26 16 9	264	42 5 9
Monahyr, ..	0	0 0	0	0 0	0	0 0 0
Bhaugulpore, ..	8	16 9 0	0	29 12 6	0	36 5 6
Total, ..	348	95 3/6	9	567	128 44 24	920 227 15 23

Two months
only.

books, valued
at Company's
Rupees
and the sale
is at present
steadily in-
creasing. The
books sold are
those prepar-

ed in the North-Western Provinces, under the able superintendence of Mr. H. S. Reid, and embrace every variety of subject in the Educational line. The appointment of special Book Agent at all the large towns has now been sanctioned, and will be speedily carried into effect. These Officers are to be remunerated by a commission of 25 per cent. on all sales, to be provided by raising the price of the books commensurately. They have hitherto been sold at cost price. The general circulation of these valuable works is most important, and must have a speedy effect in removing suspicions and prejudices and exciting a desire for knowledge.

28. I regret that I cannot yet report the actual establishment of any Model Schools. In the commencement of the enterprize, my Sub-Inspectors have been too much occupied with their multifarious general duties, to be able to devote much

Model Schools why
none yet established.

time to objects requiring such local attention. Several, however, are now being set on foot, and by November I hope to report the establishment of a considerable number. To keep up their model character, I am careful

Character we propose
for them.

to construct them only on such a basis and of such materials as would be within the reach of the villagers for whose use we propose to set them on foot. I have therefore recommended that we should pay the Masters only Company's Rupees 5 monthly, appointing, as a general rule, the best Indigenous Teacher we can find in the neighbourhood of the proposed model. If the School contain more than thirty boys, the scale of remuneration will be progressively raised.

29. I propose that, when these Model Schools become efficient, they

Expedient for Normal
Schools.

shall also be made to act as Normal Schools, for the most deserving of the surrounding Village Teachers, who might be supported during a limited attendance there. The Masters of the Model Schools will, in their turn, be educated at the Central Anglo-Vernacular Schools.

30. The only other matter which requires attending to, is the estab-

Newspaper.

lishment of a Newspaper, which is to be supplied with useful articles by various gentlemen, Native and European. Mr. Tayler, the Commissioner of the Patna Division, has taken this in hand, and arrangements have already been completed with the owner of a Press, at Patna. I have applied to the Government for permission to take in copies for my subordinates, and I propose to employ them as Agents for the circulation of the proposed Journal.

31. In conclusion, I must explain my reason for deviating from your Cause of length of directions in extending this Report to so great a this Report. length. Being the first of a series which will form a record of the History of our Educational operations, I thought it right to omit nothing that may be of importance to refer to hereafter. Many matters, introduced into this Report will be extraneous on subsequent occasions, and I have too great an admiration for brevity not to be careful to keep within limits, in future narratives.

I have the honor to be, &c.,

(Signed) R. B. CHAPMAN,
Inspector of Schools.

REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION,

IN

THE LOWER PROVINCES,

FOR THE

3RD QUARTER OF 1855-56,

(i. e., from November 1st 1855 to January 31st 1856.)

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FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

To

W. GREY, ESQUIRE,

Secretary to the Government of Bengal.

Dated Fort William, the 20th March, 1856.

SIR,

IN continuation of my letter No. 2115, dated 28th of December, 1855, I have the honor to submit a narrative of proceed-

No. —, dated 27th February, from H. Pratt, Inspector of Schools, South Bengal

No. —, dated 29th February, from R. B. Chapman, Esq., Inspector of Schools Behar

No. 107, dated 28th February, from H. Woodrow, Esq., Inspector of Schools East Bengal

No. 276, dated 25th February, from W. Robinson, Esq., Inspector of Schools North-East Bengal

No. 74, dated 28th February, from Pandit Issur Chunder Surma, Assist. Inspector of Schools South Bengal.

ings in the Education Department for the quarter ending 31st of January last, together with the original Reports noted in the margin.

2. Replies having been received from the Governments of Bengal, Madras, Bombay, and the North-West Provinces, University.

containing the opinions and suggestions of those Governments and of the Educational Authorities subordinate to them with regard to the Reports of the University Sub-Committees, those replies were printed and circulated to the Members of the General Committee; and a Meeting of that body to consider the opinions and suggestions thus offered has been fixed for the 25th instant. It is probable that measures will now be taken for completing the University Scheme at an early date.

3. In regard to the Colleges, there is little in connection with the quarter under review which calls for special notice.

Colleges

The services of Mr. Theobald, one of the Professors of Law in the Presidency College, were dispensed with in December last, and Babu Sumboo Nath Pandit, Junior Government Pleader in the Sudder Court, was appointed in his place. Mr. Rochfort, the venerable

Principal of the Kishnaghur College, retired during the quarter on the pension he had so justly earned, and was succeeded by Mr. E. Lodge.

4. The question of a new building for the Presidency College (to include also the Medical College) occupied attention during the quarter. The designs prepared by Colonel Goodwyn, provide the most ample accommodation for both these Institutions, but the cost, as estimated, appears to be enormous. The estimates it is understood amount to upwards of 20 lacs of rupees for the building, and to 5 or 6 lacs for a site, in all upwards of a quarter of a million sterling. As I have lately reported to Government, I cannot but think so vast an expenditure to be more than the circumstances and necessities of the case call for. It is certain that all that is really required for the Medical Department can be provided, and much more speedily and surely provided, independently of the General Department, and at an expense of from one to three lacs of rupees, according to circumstances; while it is very doubtful whether some years hence the General Department of the College will be required at all. If the University Scheme succeeds, as there is reason to hope it will, and if the private Collegiate Institutions in and about Calcutta take steps, with or without Government aid, for bringing up every year a supply of candidates for Degrees in Arts, the main object of a "Presidency College" will be effectually answered, and it is difficult to see what object will be gained by maintaining a large Government College to compete with and discourage private enterprise.

5. The Zillah Schools generally are in a progressive and tolerably satisfactory condition, but there is yet much to be done before they are made as effective as they ought to be. On the subject of the defects in this part of our system, I would direct attention to some remarks in the latter part of Mr. Pratt's Report, which, though in some respects a little over-severe, are on the whole sound and judicious. Steps have been taken for remedying the anomalous and

* The labour of conducting such examinations, is one for which the Members of Local Committees have no sufficient time, and for which few are qualified. Every Committee thinks it necessary to pass on a certain number of candidates to the College as junior scholars each year, whether really qualified or not, and you thus lose all means of estimating the comparative efficiency of the several zillah schools, there being no uniform standard to try them by.

quoted in the margin.* Sets of questions for Junior Scholarship candi-

unsatisfactory system under which the examinations for junior scholarships have of late years been conducted, and which is referred to by Mr. Pratt in the words

* This Committee consists of the following gentlemen —
 Captain D. L. Richardson.
 Revd J. Mullens.
 Revd. K. M. Banerjee.
 J Sutcliffe, Esq., B. A.
 H. Woodrow, Esq., M. A.
 The Director of Public Instruction being Ex-Officio President of the Committee.

dates have been prepared by the Committee* appointed to conduct the examinations for Senior Scholarships and College honors, and these will be circulated to

all Schools sending up candidates. The replies will be examined and valued by a central body, and according to a uniform system. I fear that the result of an examination thus conducted will be to show that the number of boys who really attain at our Zillah Schools to the Junior Scholarship standard, is small compared with what, under the old system, it has appeared to be.

6. Another defect referred to by Mr. Pratt is the want of a uniform and well-chosen course of instruction for the lower classes of Zillah Schools. The standard for entrance into the University will be that which we must adopt as the limit to be reached in a Zillah School. This standard, so far as it is yet determined, corresponds very nearly with our "Junior Scholarship Standard". When it is finally determined, I propose, with the aid of some of the officers of the Department most competent for such a task, to devise a uniform and properly graduated course for all the classes of our Anglo-Vernacular Schools.

7. It has been proposed to raise the Standard of Education at some of the Zillah Schools. Generally these proposals appear to me to be somewhat premature, but at Patna there are special reasons rendering such a course desirable. Boys who gain Scholarships at the Behar Schools will not come down to the Colleges in Lower Bengal, to go on with their education, and there is no College in the Behar Province, to which they can proceed for this purpose. The School at Patna has therefore been constituted a High School or *quasi-College*, at which Junior Scholarships may be held for two years, and the holders brought on to the Senior Scholarship Standard. Mr. Twentyman, the Head Master, is one of the best officers in the Department, and there is little doubt of his ability to carry out this plan properly. The only doubt is as to the extent to which the opportunity of obtaining a College Education will be made use of by the pupils of the Behar Schools.

8. I noticed in my last Report the orders of Government for raising the Gowhatee and Seebasagar Schools to the rank of Zillah Schools. Mr. Robinson reports that the measure is being satisfactorily carried out in

the former of these places, and that the number of pupils at the Gowhattee School, has doubled within the last two months. Similar measures are now about to be adopted at Seeksagor.

9. Much of the success of our Zillah Schools, and indeed of all our Co-operation of Local Officers. measures, depends upon the extent to which those in authority interest themselves in the cause of education; and I am most anxious therefore that public officers and persons of influence should rightly understand the duties and responsibility that devolve upon them in this respect. Some men there are, like Colonel Francis Jenkins, Mr. Henry Atherton and Mr. Henry Bayley, a part of whose nature it is to be ever at work for the amelioration and enlightenment of the people among whom they are placed in authority. Others, not clearly seeing the close connection of education with almost every other measure of administration or improvement, or not rightly apprehending the wishes of Government in this respect, are apt to think that, as a separate Educational Department has been created, they need concern themselves but little with what goes on in it. It is with a view to correct such misapprehensions, to strengthen the connection between the Educational and other Departments of administration, and to enlist on our side that local influence and local experience so necessary to success, that I have recently made certain suggestions to the Lieutenant Governor which I trust will lead to the issue of instructions to local officers calculated to secure for the Educational Department their hearty and valuable co-operation.

10. While on this subject I may mention that Mr. Pratt attributes (I believe with justice) the efficient state of the Bancoorah School chiefly to the active and continued interest in its welfare shown by Mr. Pierce Taylor and Dr. Cheek. In like manner Mr. Woodrow adverts to the interest in Education shown by Mr. Fletcher of Burrisaul, and by Mr. S. F. Davis, Joint Magistrate of Furreedpore. In Mr. Robinson's circle, Colonel Jenkins, and in Mr. Chapman's circle, Mr. W. Taylor and Mr. Atherton, are officers upon whom the Department may depend for zealous and efficient aid.

11. As another instance of valuable assistance rendered to the Department, I may mention that Dr. Mouat has on several occasions visited and inspected the Government Schools at stations to which his duties as Inspector of Jails have called him, and he has on such occasions forwarded a note of the result to this office. He has offered to

follow the same course whenever his other avocations may admit of his doing so, and I need not say the offer has been very thankfully accepted.

12. The system of Grants in Aid is working satisfactorily in Lower Bengal, and especially in the Districts near Calcutta.

Grants in Aid.

From the Table appended to this Report, it will be seen that the number of Schools for which specific grants have been sanctioned during the quarter was nineteen.* Many other applications have been received and grants sanctioned since the close of the quarter. These will be mentioned in my next Report.

13. The Normal School under Pundit Issur Chunder Surma's super-

Normal School.

intendence has sent out during the quarter fifteen teachers qualified for appointments in the Model and Aided Schools. As these men have been but a few months under Normal instruction, it will not be supposed that their qualifications are of a high order; but the want of masters for Vernacular Schools with any pretensions to proper qualifications is so urgent that we must be content for some time to come with teachers only half educated in their profession.

14. The Normal School at Gowhatee is now at work, and Mr. Pratt's scheme for a Normal School under his own supervision, is before the Government. I hope there will be no difficulty or delay in sanctioning the proposal. Mr Chapman's proposal to impart to Indigenous and Model School Teachers instruction in the art of managing and organizing Schools by means of Normal Teachers moving about from School to School was sanctioned by Government about the end of the Quarter under review. Mr. Woodrow has under consideration a scheme for a Normal School in his circle, which, when matured, will be submitted for the orders of Government.

15. Connected with the system of Normal and Zillah Schools is the proposal which I have recently submitted for constituting a number of small scholarships in each district as rewards for the best pupils of Ver-

* This is exclusive of an indefinite number of Indigenous Schools in Mr. Woodrow's Circle, for which Rupees 1,500 a month has been granted for additional teachers on the plan described in paragraph 17 of my last Report. It is also exclusive of certain Indigenous Schools in North Cachar, for which a grant of Rupees 77 for books has been made, and of the 24 new Schools recently established in Hooghly and Bardwan, by Babus Joykissen and Rajkissen Mookerjee, which have received during the quarter an additional grant of Rupees 1,620 for school furniture, books, &c.

nacular Schools. But this subject will be more properly noticed in my Report for the current Quarter.

16. The Model Vernacular Schools, under Pundit Ishur Chunder Surma, are working very satisfactorily. The average Vernacular Edu- cation. attendance at each during the Quarter was 136, and the Schools are viewed with approbation and interest by the villagers. Should these Schools continue to prosper, they will probably afford the means of trying the system of pupil teachers which is now working so well in England, and which the Hon'ble Court of Directors are so anxious to see introduced into this country.

17. Mr. Woodrow's plan for the improvement and encouragement of Indigenous Schools, of which a description was given in para. 17 of my last Report, was sanctioned by Government and put in operation during the Quarter. The results will be for future observation and record.

18. The judicious and systematic measures adopted by Mr. Pratt for the promotion of popular education in his circle may be learnt from a perusal of that gentleman's Report. In the three districts to which Mr. Pratt's attention has been chiefly directed, the number of purely Vernacular Schools that have applied for Grants in Aid is twenty-three, a measure of success which, at this early stage of his proceedings, and in the present state of public opinion, was hardly looked for.

19. Mr. Robinson reports favourably of the state and prospects of the Vernacular Schools in Assam. Mr. Chapman's narrative is, as might be expected, rather one of difficulties discovered than of progress made. It is something, however, to gain an intimate knowledge of the nature of the obstacles that beset our way, especially in a part of the country of which, comparatively speaking, so little has hitherto been known by the educational authorities. The first distribution of money and books to Indigenous Teachers is reported to have had a good effect, and to promise well for the future. Mr. Chapman makes prominent mention of the good service to education which is being rendered by the Maharajah of Huthwa, in zillah Sarun. From what I learnt from Mr. Tayler, the Commissioner, and others, while lately in that part of the country, I am inclined to think that this instance of public spirit and enlightened benevolence, though rare in Behar, is not likely to be a solitary one. I hope to be able, in my next Report, to make mention of several other zemindars and persons of influence who have followed or are prepared to follow the good example set by the Maharajah of Huthwa.

20. I cannot conclude this part of my Report without expressing my great regret at the Supreme Government having thought it necessary to remove Mr. Chapinan from the Education Department, in order to make him Under-Secretary in the Home Office. We shall be fortunate indeed if we find in his successor an officer of equal attainments, industry, and conscientious zeal.

21. Since the connection between the Calcutta School Book Society and the Education Department has been strengthened, **Sale of Books.** a number of new Book Agencies have been opened in different parts of the Mofussil, and before long I hope there will be scarcely any large station without a depôt for the sale of books to the public and to Sub-Agents in the interior of the District. The School Book Society has of late years led such a tranquil inactive existence that it has been found somewhat difficult to infuse into it the spirit of enterprize and energy which the times call for. At the Annual Meeting of the Society, however, which took place on the 15th instant, a Committee was elected consisting, besides myself, of the following Gentlemen :

Mr. C. Beadon, *President*.
 Revd. J. Long.
 Revd. J. Wenger.
 Mr. M. Wylie.
 Lieut. W. N. Lees.
 Mr. R. B. Chapman.
 Pundit Isshur Chunder Summa
 Babu Joykissen Mookerjee.
 „ Pearychand Mitter.
 „ Rajendra Lall Mitter.

These names are, I trust, a sufficient guarantee for progress and earnestness of purpose on the part of the Society in future. There is scarcely any limit to the good that may be effected at the present time by such a Society, (aided as it is by private subscriptions and public money, and with established agencies in all parts of these Provinces,) if it do but rightly understand its position and responsibility.

22. The sanction of Government was given during the quarter to the expenditure of a sum of money in aid of the publication by Mr. W. C. Lacey of a Monthly Magazine in the Ooriyah Language, it being the opinion of Mr. Samuells, the Commissioner of Cuttack, that such a publication might “ become the in-

strument of introducing a taste for reading amongst the Ooriyahs, and ultimately render education more popular with them than it is at present."

23. A proposal was submitted during the quarter by Lieutenant W. N. Lees for the publication, with the aid of Government, of certain Arabic Works necessary for the working of the reformed scheme of study referred to in paragraph 7 of my last Report. In forwarding the proposal to Government, I recommended that the publication of the books should be aided by Government in the same way as the publication of Mr. Grapel's edition of Justinian's Institutes was aided, that is to say, that Government should, in the first instance, pay the expense of printing and publishing each book, and that the proceeds of sales should be paid to Government periodically by the author, until the sum thus advanced should be repaid—or that, in the event of the sum advanced by Government not being thus repaid within two years, in the event, that is, of the work not being sufficiently saleable to pay its own expenses within that time, the Government should be entitled to take over all the copies remaining unsold, and to dispose of them on its own account at reduced prices or in any other way. This arrangement was sanctioned by the Government, and as it is one which affords the kind of aid most necessary to authors of limited means, and secures to them all the profits arising from the sale of their works, while at the same time it is free from many objections to which other methods of affording Government patronage are liable, I hope it will be followed in other cases in which it may appear desirable to extend such patronage to the publication of useful educational works.

24. Appended to this Report are the following Returns:—

Return of Grants in Aid sanctioned by Government from November 1st to January 31st, 1856.

Return of Expenditure sanctioned or proposed during the Quarter for the extension and improvement of education, (exclusive of Grants in Aid to particular Schools).

Return of Schools visited by Inspectors and Sub-Inspectors during the Quarter ending 31st December, 1855.

I have the honor to be,

Sir,

Your most obedient Servant,

WM. GORDON YOUNG.

Director of Public Instruction.

*Return of Grants in Aid sanctioned by Government from November
1st to January 31st 1856.*

Names of Proprietors or Managers of the Schools.	Name of Zillahs.	Name and locality of Schools.	English or Vernacular.	Amount of the grant per month
Joykissen Mookerjee and others,	Hooghly, ..	Kishnaghur, {	Anglo Vernacular, ..	30 0 0 and a donation of Rs. 80 for Maps
Dwarkanath Roy, Russick-chunder Roy and others, }	Ditto,	Omerpore,	Vernacular, ..	10 0 0
Pundolah Nundy,	Ditto, ..	Kasta Sahgunge, ..	Ditto,	16 0 0
Ramchunder Ghose, Kanaram Ghose and others, }	Burdwan, ..	Sakari,	Ditto,	13 0 0
Womachurn Ghose,	Hooghly, ..	Gopaulnuggur,	Ditto,	19 0 0
Chundychurn Sing,	Howrah, ..	Bali,	Ditto,	20 0 0
Maha Raja Sreeschunder Roy, Bahadoor, Callychurn Lahory and others, }	Kishnaghur.	Kishnaghur, . . .	Ditto, . . .	35 0 0
Sankauath Chowdry and others,	Dacca, ...	Kaliparah, . . . {	Anglo Vernacular, ..	30 0 0
Mr Stanim,	Patna,	Dinapore,	Ditto, . . .	200 0 0
Womeschunder Roy, Kistochunder Maitro and others,	Nuddea, ..	Santipore,	4 Vernacular Schools, }	50 0 0
Hurrokal Mookerjee, Rakaldos Hoidar and others, ..	Baraset, ..	Rahoota, . . . {	Anglo Vernacular, .	13 0 0
Ramesur Misry, Isserchunder Misry and others,	Burdwan, .	Gungapore, . . .	Vernacular, .	11 0 0
Madooshoodun Bundopadhy, Gopalchunder Sing and others,	Hooghly, {	Nasibpore, Alshapore,	Ditto, . . .	11 0 0 and a donation of 25 for furniture.
Sreegopaul Pal Chowdry, ..	Kishnaghur,	Ranaghaut, .. {	Anglo Vernacular, .	10 0 0
Grishchunder Bose, Ramlohl Sen and others, ..	Hooghly,	Shursha, . . .	Vernacular, .	10 0 0
Bindabunchunder Roy, Kistochunder Roy and others,	Burdwan, ..	Chuck Dighu, .. {	Anglo Vernacular, .	65 0 0
Col. Goodwyn, H Pratt, Esq. and others,	Calcutta, {	School of Industrial Art, . . . }	English, .	Grant increased from Rs 200 to Rs 350

WM GORDON YOUNG,

Director of Public Instruction

Return of Expenditure sanctioned or proposed during the Quarter ending January 31st, 1856, for the Extension and Improvement of Education, exclusive of Grants in Aid to particular Schools.

Instiution or Office to which proposal relates.	Amount of expenditure proposed	Object for which proposed.	By whom and when application made.	By whom and when expenditure sanctioned.	REMARKS.
Chittagong School,	Rs. As. P 16 a month, {	For the entertainment of an additional Master in the School,	Secretary to the Local Committee, January, 1856,	Director of Public Instruction, February, 1856,	Payable out of surplus Schooling Fees. The amount which the additional rooms will cost is not known yet; the Government has authorized the Chief Engineer to construct the rooms.
Ditto ditto,	Not certain, ..	For additional rooms, ..	Secretary, Local Committee of Chittagong, 14th February, 1855,	Bengal Government, December, 1855,	
Dacca College,	30 a month, {	For the entertainment of a Moonshee with a view to afford the Mahomedans the means of studying Oordoo or Persian.	The application was made in October by the Local Committee of Dacca, upon their being desired by this office to take into consideration the question of affording to Mahomedans the means of studying Oordoo or Persian,	Government of India, January, 1856.	
Ditto ditto,	20 a month, {	For a fourth Master for the Junior Department,	Officiating Principal, Dacca College, December, 1855,	Director of Public Instruction, December, 1855,	Payable out of surplus Schooling Fees.
Burrisaul School,	15 a month, {	Entertainment of an additional Master in the School,	Secretary to the Local Committee, January, 1856,	Director of Public Instruction, February, 1856,	Payable from surplus Schooling Fees.
Sanscrit College,	40 a month, {	Entertainment of an additional Pundit for the last class,	Principal of the Sanscrit College, December, 1855,	Director of Public Instruction, December, 1855,	Payable from Schooling Fees.

Institution or Office to which proposal relates	Amount of expenditure proposed	Object for which proposed	By whom and when application made	By whom and when expenditure sanctioned	REMARKS.
	Rs. As P.				
Baraset School,	26 a month,	For the maintenance of the Agricultural Department of the School,.....	Local Committee of Baraset and Inspector of Schools, E Bengal, October, 1855,	Government of Bengal, November, 1855.	
Purneah School,	4,675 5 1	For construction of a new School house,	Secretary to Local Committee, November, 1855, {	Bengal Government, December, 1855,	Amount of local Subscription, .. 2,342 Amount granted by Government, 2,342 4,684
Berhampore College,....	130 a month,	For hire of a commodious house for the College, ..	Secretary to Local Committee, November, 1855, {	Bengal Government, December, 1855.	
Ditto ditto,	50 a month,	Conveyance hire, Sub-Assistant Surgeon attached to College,	Secretary Local Committee of Berhampore, November, 1855,	Bengal Government, January, 1856.	
Colingah Branch School,	300 0 0	For Furniture,	Principal of the Calcutta Madressa, December, 1855,	Director of Public Instruction, December, 1855,	Payable from the surplus Funds of the School
Monghyr School,	23 0 0	For a Clock for the School,	Secretary, Local Committee of Monghyr, December, 1855,	Director of Public Instruction, December, 1855,	Paid from the Contingent Bill of the office of Director of Public Instruction.
Presidency College,	391 7 0	For fitting up a Grammar,	Principal of Presidency College,	Bengal Government, January, 1856	
Ditto ditto,	350 0 0	For the purchase of a collection of Minerals for illustrating Lectures on Geology,	Professor of Geology in the Presidency College, {	Government of Bengal, December, 1855.	
Calcutta Madressa,	4,340 0 0	For publication of certain Arabic works,	Lt Lees. Officiating Principal of the Calcutta Madressa, December, 1855,	Government of Bengal, February, 1856,	This is an advance of Printing charges to be afterwards re-paid to Government by proceeds of sales

Institution or Office to which proposal relates.	Amount of expenditure proposed.	Object for which proposed.	By whom and when application made.	By whom and when expenditure sanctioned.	REMARKS.
Model Schools in Behar,	Rs. As. P. 744 0 0	{ For the construction of Schools for Model Vernacular Schools in Behar, For employment of two qualified Vernacular Teachers in 6 districts of Behar for the purpose of assisting Model and In- digenous School Teach- ers and instructing them in the art of teaching and managing their Schools,..... For 72 Copies of Baboo Rajendralal Mitra's Map of India in Nagree character,..... For the purchase of plates required for illustration of Lectures on Descrip- tive Anatomy,..... For publication of a Gar- row Primer,..... For a Monthly Magazine in Oorya,..... For the purchase of Furni- ture, Books, &c.,.....	{ Mr. Chapman, Inspector of Schools in Behar, Ja- nuary, 1856, Mr. Chapman, Inspector of Schools in Behar, No- vember, 1855,	Bengal Government, Fe- bruary, 1856. Government of India, February, 1856.	
Ditto ditto,	240 a month,				
Ditto ditto,	342 0 0		{ Mr Chapman, November, 1855,	Bengal Government, De- cember, 1855.	
Medical College,	100 0 0		{ Council of Medical Col- lege, November, 1855, { Mr Robinson, Inspector of Schools, May, 1855, Commissioner of Cuttack,	Bengal Government, De- cember, 1855. Bengal Government, No- vember, 1855. Bengal Government, { January, 1856,}	For one year.
Garrow Schools in Assam, Cuttack Districts, Vernacular and Anglo Vernacular Schools es- tablished by Babus Joykissen and Rajkis- sen Mookerjee,.....	50 0 0 75 0 0 1,620 0 0		{ Inspector of Schools, S. { Bengal, November, 1855, { Principal Assistant at Cachar, 6th November, 1855,	Bengal Government, De- cember, 1855. Government of Bengal, January, 1856.	
Schools in North Cachar,	77 11 0	{ For Books,.....			

Institution or Office to which proposal relates.	Amount of expenditure proposed.	Object for which proposed.	By whom and when application made.	By whom and when expenditure sanctioned.	REMARKS.
Indigenous Schools in Mr Woodrow's District, Inspective Branch of the Department of Public Instruction, Presidency College,	Rs. As. P. 1,500 a month, 160 a month, 733 0 0	For the improvement of Indigenous Schools in Mr. Woodrow's division, Entertainment of a Peon for each Sub-Inspector, For the Printing of Mr. Grapel's translation of the Institutes of Juman, For price of books furnished by the Curator at Agra to Mr. Chapman for sale, For the purchase of a complete set of Photographic apparatus, For the completion of the Head Master's Bungalow, a second coat of painting to the woodwork of the School and for furniture for the Committee room,	Mr. Woodrow, Inspector of Schools, E. Bengal, August, 1855, Director of Public Instruction, November, 1855, .. Junior Professor of Law in the Presidency College and Director of Public Instruction, November, 1855, Mr. Chapman Inspector of Schools and Director of Public Instruction, December, 1855, Director of Public Instruction, December, 1855, Secretary to Local Committee of Shahabad, November, 1855,	Government of India, January, 1856, No reply yet received from Government, Government of Bengal, December, 1855, .. Government of Bengal, January, 1856, Government of Bengal, January, 1856, Government of Bengal, January, 1856,	An advance to be re-funded by the sale of copies of the work. Rupees 121 being paid from the balance of the Subscription Fund
Book Depot in connection with the office of Inspector of Schools at Behar, Presidency College, ..	3,190 6 6 Amount not known yet,				
Shahabad School,	835 6 3				

WM. GORDON YOUNG,

Secretary to the Institution.

Return of Schools and Colleges visited by the Inspectors and Sub-Inspectors during the Quarter ending December 31st 1855.

NAME OF INSPECTING OFFICER.	Colleges.		Superior Schools.		Elementary Schools.		Total	REMARKS.
	Govern-ment.	Private.	Govern-ment.	Private.	Govern-ment.	Private.		
H. Pratt, Esq., Inspector of Schools, } South Bengal, }	2	0	1	4	0	12	19	Was on his way from Calcutta to Sylhet, during December, and in Calcutta during November
Pundit Isser Chunder, Assistant I. } S., S. B., }	0	0	0	0	4	2	6	
R. B. Chapman, Esq., I. S., Behar,	0	0	6	5	4	0	15	
H. Woodrow, Esq., I. S., E. Bengal, ...	2	0	6	4	0	11	23	
W. Robinson, Esq., I. S., N. Bengal,	0	0	0	0	0	0	0	
Sub-Inspectors under Mr. Pratt,	0	0	2	3	7	182	194	
Ditto ditto Pt. Isser Chunder, ..	0	0	0	0	56	9	65	
Ditto ditto Mr. Chapman,	0	0	0	0	0	720	720	
Ditto ditto Mr. Woodrow,	0	0	2	11	9	67	89	
Ditto ditto Mr. Robinson,	0	0	0	0	58	83	141	
	4	0	17	27	138	1086	1272	

WM. GORDON YOUNG,
Director of Public Instruction.

FROM

THE INSPECTOR OF SCHOOLS,

South Bengal,

TO

W. GORDON YOUNG, ESQUIRE,

Director of Public Instruction.

Dated Midnapore, 27th February, 1856.

SIR,

I HAVE the honor to submit my Report for the 3rd Quarter of 1855-56.

2nd. I sufficiently indicated in my last Report the general nature of the measures which had been adopted for the promotion of education in this Division, and the steps which I was taking to carry out those measures. I need not, therefore, state in much detail how my time has been occupied, more especially as the monthly narratives furnish you with this information.

3rd. It will be enough to state that the general nature of my own work and that of my subordinates in each of the four Districts named in the margin, has been as follows:—1st, the diffusion throughout every thannah, town and village, of information regarding the educational measures of Government, their importance to the people at large, and the terms upon which they may be made use of; 2ndly, the consideration of the description of School required by the circumstances of each place in which the desire for improved means of education is expressed. 3rdly, the examination of Candidates for Vernacular and English Teacherships in the new Schools established by the aid of Government, with a view to the selection of the most qualified; and 4thly, the inspection of existing Schools, with the view of suggesting and carrying out improvements, both in particular cases and in the general system of education at present pursued.

Hooghly.
Nuddea.
Burdwan.
Bancoorah.

4th. I must, however, observe that only two of the Districts named above, were provided with a Sub-Inspector during the whole of the

Quarter under notice: for I was unable to obtain a competent Sub-Inspector for Bancoorah before the middle of January, and during half of that month there was no Sub-Inspector in Nuddea, in consequence of the officer appointed there in September last, having resigned his duties.

5th. The number of Educational Institutions (Colleges and Schools of all kinds) visited by myself and my subordinates during the Quarter has been about 220, and the number of miles travelled by myself 710.

6th. These operations have been attended with the following results as regards the number of grants in aid for which applications have been forwarded to you with my recommendation for sanction. There were several other applications which, under the terms of the Rules or on other grounds, could not be forwarded.

Hooghly, applications for 3 Anglo-Vernacular Schools, and for 13 Vernacular Schools

Nuddea,	1	7
Burdwan,	1	3

Total, . . . 5 A.V. Schools

23 V Schools.

7th. In the case of applications for Anglo-Vernacular Schools, I have insisted on the conditions that a lower fee than 6 annas shall not be levied in any of the classes, and that an establishment be entertained, which shall be able to bring the pupils at least as far as the 2nd class of a *Zillah* School, the latter being taken as the "model" for all Anglo-Vernacular Schools. Moreover, whenever an application is made for a School of this class, I endeavour to persuade the inhabitants to establish, in connection with it, a purely Vernacular School for the poorer classes. In this way the general desire for English education among the middle classes is made instrumental in obtaining cheap Schools for the lower classes.

8th. In the case of the Vernacular Schools, the conditions insisted on, in addition to those required by the Rules, are that such an amount shall be raised by fees or subscriptions in addition to the grant, that the total shall be sufficient for the entertainment of at least two Teachers, one of whom shall receive not less than Rs. 15 per month, and that the course of instruction which I have laid down for such Schools, shall be adopted.

9th. I insist upon the further condition that only such Teachers shall be appointed as I may find, after careful examination, to be fully quali-

fied. In a large number of cases, the managers of the new Schools ask me to find the Teachers; and for the purpose therefore of obtaining a sufficient supply of competent men, I, from time to time, invite Candidates by notification to come and undergo a regular examination by printed and oral questions.

10th. This plan affords the means of obtaining a tolerably good supply of English Teachers; but I continue to experience the difficulty mentioned in my last Report of finding qualified Teachers for the improved class of *Vernacular* Schools, which it is our great object to establish. Out of scores of Candidates calling themselves Pundits, I have not found a dozen possessing a really sound knowledge of the Vernacular language, to say nothing of other subjects.

11th. It thus becomes a matter of daily increasing importance to establish the Normal School for Vernacular Teachers, which I recommended in my letter (No. 146,) of the 30th October last. I was informed by you recently that there are certain official reasons which at present preclude the appointment of the gentleman whom I had recommended for the post of Superintendent to the proposed School, and I have been consequently obliged for a time to abandon all hope of obtaining the services of a person who has studied the training system in Europe, and to solicit sanction to the temporary appointment of some person educated in this country. This, however, will materially affect the efficiency of the School, and I trust that circumstances will ultimately permit me to obtain a Superintendent who, to a thorough knowledge of the Vernacular (including an acquaintance with Sanscrit), shall unite a knowledge of the most approved system of training.

12th. Even when this School is established, we must wait for two years more at the very least before we can expect to reap the fruits of the undertaking; and how we are to supply our new Schools with Teachers in the meantime becomes a question of very serious difficulty. In time, no doubt, the Normal School established by Pundit Isshurchunder Bidyasagur, may supply Teachers decidedly better than any hitherto available, though not possessing the qualifications which I have described in my Report on this subject; but to expect that three or four months' study in that Institution can supply this want, even partially, seems to me an absurdity.

13th. I am now endeavouring to induce the Students of our English Schools to qualify themselves for these appointments. I have already

said that persons who have learned any thing of English will, as a general rule, decline Teacherships of such low remuneration as that offered to Vernacular Teachers; but as there are many lads in those Schools who from poverty have to leave before they can complete their education, and as the qualifications required of persons employed in English offices must constantly become higher as competition increases, it is not unlikely that a certain number may be found willing to take these posts until they can get something better.

14th. At present, however, the study of the Vernacular in our English Zillah Schools is so imperfect that the lads taught there, are not fit for Teacherships in the improved class of Vernacular Schools now being established. This is a serious evil, and is in some measure owing to the late Council of Education having abolished the appointment of Pundits in those Schools; while in consequence of the general neglect of the Vernacular which marked the history of education at this Presidency during many years, the English Teachers, upon whom now devolves the duty of instruction in the Vernacular, are, for the most part, not qualified. I am now engaged in ascertaining the degree of proficiency attained in those English Schools where a Pundit is still entertained, as compared with those where instruction in that subject is left to the English Teachers. Perhaps, too, the small proportion of marks given for the Vernacular at the Junior Scholarship examinations has had a tendency to make the Pupils and Masters neglect the subject. I hope this may be remedied by your recent modification of the Rules under which those examinations are conducted. There can be no doubt, I think, that young men taught in our English Schools, will, when qualified in respect to the Vernacular, form a much more enlightened and useful class of Teachers than those of the Pundit class, for they will be far better qualified to teach all other subjects, such as Arithmetic, Geography, &c. &c.

15th. While considering the various causes which may be supposed to affect the supply of competent Teachers for Vernacular Schools, I must not omit to remark that the difficulty is of course to some extent enhanced by the low salary which I am obliged to offer to the Pundits of the aided Schools. The only remedy, and that only a partial one, that at present occurs to me, is to hold out the promise to them, that those who do well shall be promoted to all vacancies in the higher paid posts of the Government and Model Vernacular Schools.

16th. I may be permitted to repeat here why I am of opinion that the establishment of a certain number of "Pupil Teacherships" in our Zillah Schools, as has been proposed, cannot possibly answer the purpose which I had in view in proposing the establishment of a Normal School; though the former measure may indeed be made subsidiary to the latter. It is the more necessary to enter fully upon this subject as the Honorable Court have sent out special instructions that the English "Pupil Teacher" system shall be introduced into the country.

In the first place, Pupil Teachers or "Apprentices" in England are not considered as fit to become Head Teachers when they leave School, but merely, if they pass a certain examination, as fit to enter a Training Institution, where they must remain for several years, until able to pass a second examination, and not until then are they considered qualified to become Teachers. Besides, much more attention must be given to the study of the Vernacular in our Zillah Schools before any persons sent there as Apprentices could be fitted to become really efficient Teachers in Vernacular Schools.

17th In England, the Apprentice looks to the Head Master for instruction in his profession out of school-hours. I doubt whether this could be arranged for here, and if it could, are our Zillah School Masters themselves qualified to teach Arithmetic, Geography, Astronomy, History, &c., through the medium of Bengali? But, above all, if the Apprentices are to go straight from the Zillah Schools to the management of Vernacular Schools as Teachers, where are they to obtain that knowledge of the art of teaching, the urgent necessity of which, I hope, have sufficiently shown in my previous letter on Normal Schools? Certainly not from the Head Masters of our Zillah Schools, for of systematic training they necessarily know little or nothing.

18th. A greater difficulty remains. As a rule, will any lad who can get a Junior Scholarship accept a pupil teachership for the purpose of becoming a village School Master? It is notorious that lads educated in English look down upon such posts as beneath them, and expect employments which will ultimately bring them much higher remuneration than is here open to them. Even if a few of this class do, for want of other work, accept these posts, they will desert us directly they can obtain clerkships in Calcutta, on even a small salary, but with the prospect of future promotion.

19th. I do not urge these considerations as arguments for not making the experiment, for I believe that we may get a certain number of Vernacular Teachers in this way, but I urge them as arguments against relying on this as our only or our best source of supply.

20th. In the second place we cannot *wait* until these Apprentices are ready to become Teachers of our Vernacular Schools, because I take it for granted, that you will see the necessity of adopting the English system *in its entirety*, that you will not be satisfied with the Zillah School training only. Indeed in the 68th paragraph of the Honorable Court's despatch, they make the ultimate removal of the Pupil Teachers to Normal Schools, an absolute part of the system. Taking it, therefore, for granted that this is to be done, I would call your attention to the long time during which we must wait for our Teachers, if we have no Normal School, except for Apprentices from the Schools; for if we allow say three years, (instead of five, as in England,) at the Zillah School then with the two or three years more which will be passed at the training School, five or six years must elapse before the Pupil Teachers are ready to begin their work.

21st. Now by establishing at once a Normal School, by admitting to it, on examination, all Candidates who have a fair knowledge of the Vernacular, we shall be able to get good Teachers in two years. By that time, I trust that we shall have, *on an average*, twenty "aided" Vernacular Schools in every District, or say nearly 600 Schools for the Districts of Bengal Proper.

22nd. Until these two years have elapsed, we must supply the Schools as they grow up, with such materials as we have, *viz.*, the Teachers who have attended Pundit Issur Chunder Surma's School, and those who have managed to qualify themselves in some degree by self-instruction.

23rd. Connected with this subject, is the encouragement of Vernacular Schools by the proffer of Scholarships tenable in the Zillah Schools. I beg to express my warm concurrence in the propriety of this most effective means of encouraging Vernacular education; and I would solicit the sanction of Government to the establishment of Scholarships, on the following plan:—

(I.) An examination to take place annually at a central point in each District, to which all the Students of aided and Government Schools in that District shall be admitted.

(II.) The examination to be in the subjects and books which I have specified in previous letters as the complete course for Vernacular Schools.

(III.) A number of Scholarships to be assigned to each District, equal to the number of aided and Government Schools; for instance, if there are 30 Schools, that number of Scholarships will be assigned to the 30 boys who obtain the highest number of marks above the minimum fixed as the standard.

(IV.) The Scholarship-holder to receive a stipend of four Rupees a month for one year if he goes to a Zillah School, of three Rupees a month if he goes to the Normal School. In the former case, he will have to pay a fee of one Rupee (or two Rupees in the higher classes): in the latter no fee at all; while in both cases, he will require the means of living at a distance from his house and money for books, &c.

24th. In both cases, I would make the Scholarship tenable for one year only; but renewable at the end of that year, and of each succeeding year, on condition of the pupil passing an examination of such a standard as shall show, that he has maintained the same ability and industry which enabled him to win the prize in the first instance.

25th. In the case of the Normal School, where a stipend will be the rule, I propose that every Student, whether a Scholarship-holder from a Village School or not, shall pass this annual progressive examination as a condition of his continuing to receive the stipend; and that no Scholarship shall be held for more than two years.

26th. In the case of the Zillah Schools, as the Scholarship-holder will generally be too poor to pay for his own education, I propose renewing the Scholarship every year (on the condition of his passing an examination each time) to enable him to remain until he completes his education, or goes on to the College with a Junior Scholarship. It is pleasant to contemplate the possibility of a lad from a Village School; a poor Ryot's son, being enabled thus to win his way to the highest honours of a University, which may in their turn be the stepping-stone to high and honorable distinction in the service of the State.

27th. For the present, it will be sufficient to obtain sanction to the following scheme, Ten Scholarships yearly for each District,* (25 in

* Bengal Proper.

$$20 + 15 = 35.$$

$$35 \times 12 \text{ (Months,)} = 420.$$

$$420 \times 25 \text{ (Districts,)} = 10,500.$$

number,) half of three and half of four Rupees each per mensem, to be held for one year. This will cost Rupees 10,500 for the first year; in the next year, for another set of Scholarships in addition to the first year's Scholarships renewed, there will be required an expenditure of Rupees 21,000.

In the third year, we have another set of Scholarships amounting to Rupees 10,500; Scholarships for both Normal and Zillah Schools of the second year, Rupees 10,500; and Scholarships of the third year for Zillah Schools only,* Rupees 6,000; total Rupees 27,000, and so on until the plan costs in the 6th year Rupees 47,000, which sum it will not exceed. Of course, this is more than will be actually expended, for a large proportion of Scholarship-holders may be expected every year to forfeit their Scholarships; moreover, I fear, that much time must elapse before ten boys in each District will be found able to pass the Standard I have above indicated.

28th. The present request, therefore, amounts to an application for an ultimate expenditure of Rupees 47,000 a year, half of which sum is to maintain at English Schools, poor boys, who distinguish themselves by superior ability,† and half to maintain Normal Pupils at the Training Institution.

29th. During the Quarter under notice, a complete set of Rules for the guidance of the Teachers of the aided Vernacular Schools in this Division, has been carefully prepared and printed in the Vernacular. These Rules have reference not only to matters of organization and discipline, but to the mode of instruction to be followed: and I trust that the efficiency of the Schools may be materially promoted by their adoption. I have made the continuance of the grants conditional on their due observance. I shall be glad to furnish a copy to any person interested in Vernacular Education, and I shall be most thankful for any suggestions on the subject of the management of such Schools which I may receive in return. Under this head, I may further mention that for the information of Candidates for Vernacular Teacherships, and the public

* The Zillah Scholarships being tenable every year, for the entire course of six years, the Normal School being tenable only for two years.

† They must make greater progress than ordinary Zillah School boys, because by this plan we shall give them six years to complete the course which generally takes seven years.

generally, lists of the books and subjects prescribed for the aided Schools, have been printed and largely distributed.

30th. There is, I believe, no measure which would more efficiently promote the desire for education, and the progress of enlightenment among the masses than the establishment of a cheap Weekly Journal, in connection with this Department. To arouse an interest in something beyond the party quarrels and litigation which are the curse of native society in the interior, to teach the people to find a more agreeable excitement in the news of public affairs than in speculations on the results of their own and their neighbours' "Mokuddamas" would be a grand step in the cause of education.

31st. It is for this reason that I have urged upon your attention the expediency of obtaining the aid of Government in the establishment of a Weekly Journal in connection with the Education Department. The services of a European Editor and Native Sub-Editor have been secured some time since, and all is ready for the publication of the Journal as soon as the sanction of Government shall have been obtained. I will now repeat such portion of my previous remarks on this subject as may be generally interesting.

32nd. I have seen no publication in this or any other country better adapted for an object of this kind than the *Satya Prodig* newspaper, which was edited about three years ago by Mr. Townsend, of Serampore; but its price placed it out of reach of the classes of whom I now speak. No Vernacular newspaper has as yet reached the masses, has in fact reached any but that fraction of the whole population which either lives in the Metropolis, or consists of the Omlah and Officers of our Courts in the interior.

33rd. How then should we make the people of this country a newspaper reading and a newspaper *buying* people, is the question. By distributing newspapers gratuitously?—certainly not, for what people do not pay for, they do not value, and, if given away, our newspapers would be used to make flying kites; and people would not afterwards pay for what they had become accustomed to receive as a gift. On the other hand, however, the reason why none of the existing Vernacular papers circulate among these classes, is that the price of the very cheapest is above what a Gomashta or a Moodie will pay for in his present intellectual condition.

34th. A weekly newspaper of four quarto pages, edited, as I propose, and well printed, cannot be brought out for less than Rupees 2-6-4½ a

copy for one year, supposing the circulation to be a thousand,* and the postage would cost Rupees three a year, (or four annas a month); now this last sum alone is the utmost price any man (of the classes we have in view) would pay for the delivery of a paper at his own door, so that what I ask Government to do is to pay the difference, *viz.*, Rupees 2,400 a year, or Rupees 200 a month, so long as the circulation continues at or under 1,000 copies. I feel confident, that no money could be spent which would more effectually promote all the objects with which money is spent on the Education Department.

35th. Now as to the sort of Journal which should be established with this aid. I have already said that the *Satya Prodip* was in every respect, except price, such a paper as we require, and I have told the Editor that I wish him to make that paper as far as possible his model, always bearing in mind that as our Journal is to be aided by Government, it must as far as possible abstain from all political opinions, and deal only with facts. Articles of a Literary character, on Science and the Arts, History, Biography, &c., will have a prominent place. The Journal is, moreover, to be especially an organ of the Education Department, giving an ample record of all proceedings in that Department, information as to appointments, establishment of Schools, the publication of new School books, letters and discussions on educational subjects, &c.

36th. I have stipulated that I shall be allowed to make suggestions as to the introduction and treatment of subjects, to insert communications and to place a *veto* on the introduction of subjects, which I may think out of place in a Government Journal.

37th. It has occurred to me that possibly the Government might be inclined to allow the Journal to be sent free of Postage. If this were done, we should require no other aid.

38th. There has been greater delay than I expected when I wrote my last Quarterly Report, in establishing Book Agencies, subordinate to the School Book Society's Agents at the Sudder Stations. On learning at the close of December, that that Society had, with reference to my previous communications on the subject, resolved not to have any thing to say to the establishment of these subordinate agencies, I addressed the principal Book Agents in my Division, pointing out to them that as they

were not likely to have applications for books from persons residing at any great distance from the Sudder Station, it would be worth their while to let me select a certain number of subordinate agents at the principal towns of the District, which were not too near to the Sudder Station, and to allow such persons half their commission of 10 per Cent. The expense of conveying the books indented for by the Sub-Agents, would have to be paid by the parties ordering them; but I would direct my Sub-Inspectors to convey small parcels of books into the interior whenever they might happen to be proceeding from the Sudder Station to any point from which an indent had been received. These subordinate agencies have not yet been established in consequence of the Agents having raised some difficulties in carrying out my plan, but *I hope* that these may soon be overcome.

39th. During the quarter, I have visited the English Schools at Burdwan* and Bancoorah, and the College at Kishna-
English Schools and English Education. ghur, besides other private English Schools of a more elementary character.

40th. As regards the Maha Rajah's School at Burdwan, complaints had reached me in respect to its efficiency, there being too an apparent desire on the part of several members of the native community, that it should again be placed under Government management. I was therefore, agreeably surprised to find the School in a very satisfactory condition, and I can attribute these reports to nothing else, but the want of confidence the native community always appear to have for every thing not managed directly by Government officers. One of the principal members of the Rajah's household, and the gentleman† who introduced the training system into the Jonye School, takes constant interest in this School, and by his advice they are endeavouring to introduce Mr. Stow's system in the Junior Classes.

41st. Of the Bancoorah Government School, I am able to give a very favorable account. The Head Master appears to me to be a most efficient officer. To this cause, and the active and continued interest in the affairs of the School taken by the Local Committee, (more especially Dr. Cheek and Mr. Pierce Taylor), may be attributed the popularity of the School, which has induced the public to come forward with the liberal

* The Rajah's School and the Missionary School.

† Baboo Prosunnocoomar Ghose.

donations which have enabled the Committee to make the School House the commodious and handsome building which it is at present.

If the Head Master were provided with a suitable residence, large enough to enable him to receive boarders, I dare say many parents in the interior would avail themselves of the opportunity of sending their children for instruction to the Sudder Station, who are at present prevented from doing so, by not having relations there who could take charge of their children.

42nd. When I visited the Kishnaghur College, the present Principal had not taken charge; and the state of some of the classes was not satisfactory, as I have already informed you.

43rd. You will remember that in my Quarterly Report I stated various objections to an arrangement which had been of late years introduced by the late Council of Education, whereby the *vivâ voce* part of the Junior Scholarship examination was wholly left to the Local Committees. I was not then aware that the Council had more recently left the *whole* of the questions, both written and oral, to be framed by the Local Committees. This being the case, of course the objections I then stated apply with equal force to the whole of the Junior Scholarship examination, instead of only to a part, and every thing I have since heard and seen confirms the views I previously expressed. The labour of conducting such examinations is one for which the Members of Local Committees have no sufficient time, and for which few are qualified. Every Committee thinks it necessary to pass on a certain number of Candidates to the College as Junior Scholars each year, whether really qualified or not, and you thus lose all means of estimating the comparative efficiency of the several Zillah Schools; there being no uniform standard to try them by. I rejoice, therefore, to learn that the old system of preparing examination questions in Calcutta, and sending the same to all the Schools, is to be resorted to at the next Junior Scholarship examination.

44th. The nature of the books and subjects which form the Junior Scholarship test, is a matter of great importance, as the whole course of instruction in the English Schools is framed with reference to the one object of enabling the Pupils to pass that examination, while, on the other hand, many a young man completes his education at a Zillah School, and therefore proceeds no further than the standard of the highest class there.

45th. Bearing this in mind, I do not think that the present course of instruction in our Zillah Schools can be regarded as satisfactory, or that

the Junior Scholarship examinations have hitherto been conducted so as to call out the development of the higher intellectual powers, as distinguished from the exercise of mere memory.

That this is so may be proved by the fact that while you everywhere find that the same boy who can quote all the rules of Grammar without a single mistake, who will read Goldsmith's Essays without a word mispronounced, and who will even render it sentence by sentence into Bengali, is unable to write a simple letter without the grossest mistakes, to make the simplest reply to a simple question in correct English, or to give you the substance of a single page after he has closed the book, either in English or in Bengali, if obliged to do so in language of his own !

46th. In the majority of cases, I believe the boys attending English Schools in this country derive no *ideas* whatever from what they read, and from the mechanical parrot-like way in which every thing is taught, their real progress in the language is infinitely below what it appears to be to the casual observer. For instance the pupil having had the meaning of each sentence in his class book explained to him by a corresponding sentence of simple and easy words, he learns that rendering by heart, and when the examiner asks him to explain the sentence, all that he does is to repeat word for word the explanation thus learned by rote. If asked to translate a sentence into Bengali, he gives a word for word translation in the *English* idiom, (as I am sorry to say the boys are allowed to in almost all our Schools,) which would convey no idea whatever to a Bengali-hearer. This shows that the Pupil is unable to express the meaning of the sentence, and whether he has or has not any idea of the meaning, remains a mystery.

47th. The singular facility with which words and phrases, nay, whole pages and chapters are retained in the memory by Hindu youths, assists in confirming the delusion which many fall into as to the real progress made by the pupils they are examining. The consequence is that the exercise and development of the higher intellectual powers are most grievously neglected. But this no longer could be the case if our public examinations were devised in such a manner as to test the actual *knowledge* of the examinees as distinguished from mere *verbal recollection*.

We must force the Teachers to adopt a more enlightened system of instruction by making the Junior Scholarship examination depend upon the Candidate being able to show that he can do something more than *remember*, and that he can *reason, deduce, analyse, compose, &c.*

48th. It is easier to find fault than to find a remedy, and an Inspector's previous training is not always such as to enable him to speak very confidently on questions like these which belong to the science of teaching, and I feel painfully my own deficiencies in this respect, but I hope in time to arrive at clear and decided views on the subject.

For the present I confine myself to recommending that at every Junior Scholarship examination candidates shall be required,—

1st. To write an original essay or ordinary letter on a theme so chosen as to call out the powers of independent thought and reasoning rather than those of memory.

2ndly. That his knowledge of English shall be tested by his ability to write an analysis of a chapter from some work in which he has not previously received instruction, or of an Act or Regulation, &c.; the analysis to be written without reference to the book: but after a sufficient time has been given him to master the contents of the piece selected.

3rdly. That the candidates should be tested in their power of understanding questions put to them orally, and of expressing themselves in reply. For instance, the Examiner might put to them a series of questions touching some ordinary theme in ethics, &c.

49th. If this be done, such of the masters as have fair capacity for teaching, will perforce become more than mere book-teachers, and will adopt such a system of instruction as shall enable their pupils to pass the required test. When we find Teachers who cannot do this, we must dispense with their services.

50th. The standard of qualification required from all classes of employes ought gradually to be raised higher and higher, so that they may really form an educated body in the community, and not mechanical copyists, whose lives and thoughts are pretty much what they would have been had they never attended an English School, and who therefore exercise no progressive and civilizing influence over their countrymen.

51st. For this reason I should have been glad to have found in your recent Circular regarding examinations for Teachership Certificates the adoption of a higher test than has been hitherto required at these examinations. By the Rules, as they stand, you still allow a man who can come up to the Junior Scholarship standard to hold a Teachership of Rs. 50 a month, or in other words to take the 2nd class of a Zillah School; but I showed in my letter of the 30th October last, (No. 144) that the success of the Head Master in bringing the Pupils of the 1st

class up to the required point must in great measure depend upon their proficiency when they leave the 2nd class, or they will, as constantly happens, have to spend two years in the 1st class, when otherwise one year would have been sufficient.

At present the standard of the 2nd class is too nearly the standard of the Teachers' own qualifications, and it is an axiom in Educational Science that the Teacher must be very far in advance for the subjects which he has to teach.

52nd. At the same time, I am constrained to acknowledge that at present circumstances do not enable us to follow out this principle, that as a general rule, we cannot even reach the standard we now profess to reach, for we have no Masters properly trained in the *art of teaching*. In particular cases, this disadvantage is in a great degree compensated for by the talent and zeal of the Master, and I gladly recognize the generally high character of the Head Masters of our Zillah Schools, but so long as there is no systematic instruction in this art, the majority of the Teachers will never possess the qualifications which would enable them to become educators in the higher sense of the word.

I hope that in time both the Government and the public will learn that a man is no more fit to *teach* things because he *knows* them, than a man who sees a steam engine at work is qualified to construct it. We must select those whom nature has intended to be Teachers, and then instruct them systematically in the art of communicating knowledge, and of developing the intellectual powers of their Pupils. This is, only to be done by renewing the attempt to establish a Normal School for English Teachers, which was so unhappily abandoned.

53rd. Before concluding this part of my Report; I would again urge such a modification of the Rules for granting Teachership Certificates, that no person who has been for more than five years engaged in teaching a particular standard shall be promoted to a post in which he will have to teach a higher Standard without an examination to show that he is competent for the same, even though he may hold a certificate of qualification for the higher post: for without some such rule, you have no security that the Teacher will *retain* the knowledge which enabled him originally to get his certificate. I am further strongly of opinion, that the standard of qualification* laid down in the new rules, on this

subject for Head Masters should be applied to Second Masters, and that the former should be required to obtain 1st class certificates.*

54th. Reverting to the remark made in a previous paragraph that the education of a large number of persons terminates with the Zillah School course, the subjects and books should be selected with due advertence to this fact, and not as if it were a mere introduction to the College course.

This being the case, I think there are considerable defects in the existing arrangements of our Zillah Schools. Except in the 1st class, there is no uniform course of instruction or selection of books, and many subjects of importance are thereby often neglected.

Thus while the Pupils of the 1st class read Tytler's *Elements of General History*, they have in many cases not previously received any knowledge of the history of their own country.

I would not allow a word of *General History* to be read until the Pupil was thoroughly familiar with the *History of Bengal*, and in a less degree with that of *India*. No man can properly appreciate the politics of his own day unless he possesses a fair acquaintance with the events of the times immediately preceding.

55th. The same remarks apply to *Geography*, which is sadly neglected, and almost every where taught in a mechanical uninteresting manner. It seems to me the height of absurdity to make the native of a Bengal village spend his time over the names of English counties, when he is unable to name or describe the Districts of Bengal.

These remarks will, I think, sufficiently show that the whole subject of the Zillah School course requires careful consideration.

I have the honor to be,

Sir,

Your most obedient Servant,

HODGSON PRATT,

*Inspector of Schools,
South Bengal.*

* Junior Scholarship Standard.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
CALCUTTA.

Dated Dinapore, the 29th February, 1856.

SIR,

I HAVE the honor to proceed with the narrative of the operations of the department during the Third Quarter of the year 1855-56.

Narrative, Third Quarter, 1855-56.

2nd. Little of special interest has occurred during the three months. My own time has been occupied very much in visiting several of the districts of my Division, ascertaining personally the character of my subordinates and the quality of their work, supplying whatever was necessary in the way of advice and explanation, and communicating with the influential inhabitants of each district and with the Local Government Officials. My Sub-Inspectors have been engaged principally in establishing the Model Schools sanctioned in their districts.

General character of Operations.

3rd. The English Schools remain in *statu quo*; the average numbers on the registers of the Government Institutions, during the Quarter being 1,077, on those of private establishments about 370, giving a total of 1,447. There has been no great increase or decrease of numbers, excepting at the Monghyr School, where the attendance has risen during the Quarter from 66 to 97. This may, perhaps, be attributed to the addition of a Persian Teacher to the establishment of the School; but I am not yet possessed of the Committee's opinion.

English Schools. General condition.

4th. I visited, during the Quarter, the Schools at Chuprah, Patna, Bhaugulpore, Monghyr and Purneah. Of the Patna Schools I have always to speak favourably, the Masters there have to contend against many discouragements, it being most difficult to secure any regularity in the numbers or the attendance, and the people generally being peculiarly apathetic upon the subject of English education. Still I trust that their patience and perseverance will finally be rewarded. Of this I am quite

English Schools visited. Patna Masters.

convinced that if the Patna Schools do not succeed under their present Masters, they will not succeed at present at all.

5th. Experience leads me daily to conclude more and more certainly that a large proportion of those who send boys to our Schools, do so only in the hope of securing the favour of the Zillah Officials. One Judge makes a point of inquiring how many of his Amlah and of the Wakeels of the Court send their children to the station School; the School is attended by the sons of all the Amlahs and Pleaders. A successor comes who has a conscientious objection to using his influence in so direct a manner, and the children are immediately withdrawn. Not always, however, is even such direct influence effectual. A Collector of my acquaintance, who questioned all the employés of his office upon the point, was met by the assertion that they were, one and all, childless.

6th. My visit to the Chuprah School was ill-timed, the boys not having re-assembled after the long vacation; the School is in a satisfactory condition. Of the Bhaugulpore and Monghyr Schools, I have nothing particular to report.

7th. The Purneah School I found almost disorganized; only one Master being present and very few boys. The boys that were present passed an exceedingly poor examination. This wretched state of the School is owing to the late prevalence of mortal sickness at Purneah, numbers of the boys having gone away either sick or in fear of sickness, and the Masters having made their escape for the same reason. The climate seems to be peculiarly fatal to Bengalees, and it is, I am told, with the greatest difficulty that even Writers can be procured in the Zillah Offices. It is not to be wondered at that our School Masters are inferior. Another drawback to the Purneah School is its distance from the town, an evil, that I was informed, cannot be remedied even in building the new School-house, as no suitable site can be obtained in the vicinity of the city.

8th. A grant of Company's Rupees 200 monthly has been made by Government during the Quarter in aid of the funds of the School at Dinapore, mentioned in para. 4th of my last Report, for an experimental period of six months. I have visited this School during the three months, and consider it to be in a very healthy and flourishing condition. Mr. Stamm is a first-rate Teacher, and he is well assisted.

Vernacular Education. 9th. My Sub-Inspectors, in the course of their tours, have visited, during the Quarter, 2,883 villages, travelling a total distance of 2,814 kos. In the course of these journeys

Detail of Quarter's operation. 672 Teachers have been visited, 168 of whom have accepted the loan of our books, with the intention of competing for the proffered rewards. The number of Teachers met with is rather less than during the preceding quarters, but this must be looked upon as accidental, and is no proof of a diminution of industry on the part of my subordinates, who have worked, for the most part, hard and well. I have been able personally to check the work of the officers in the districts of Sarun, Patna, Bhaugulpore and Monghyr, with more or

Character of my Subordinates. less particularity, during the Quarter. Of the first grade Sub-Inspectors in those districts I have reason to be particularly pleased with the exertions of Moulavy Sadakat Hossein in the district of Sarun, and Pundit Mahendranarayan Roy in that of Monghyr. I esteem myself fortunate to have secured the services of both these officers, and I trust that you will authorise me to encourage them by some mark of your approbation.

10th. I cannot speak favourably of Baboo Hurgobind Ghose, the Patna Sub-Inspector. Nothing flourishes under him, and I have had repeated cause to censure him, in the most severe terms, for slothfulness and want of zeal in his work. Pundit Amarnath Roy, at Bhaugulpore, has been so unfortunate in the circumstances of his district throughout the whole period since operations were commenced, that I am not disposed to blame him on account of the little success that has been achieved in that district; under the most favorable circumstances, it would be a difficult part of the country to deal with, the villages being thinly scattered and the indigenous Schools being much more uncommon than in other Zillahs.

Second Grade Officers. 11th. Of the second grade Sub-Inspectors while I have not, generally, had reason to complain, I have not much favorable to say: none of them are deserving of special mention: one, I have been obliged to dismiss for idleness and incompetency.

Change in the personelle. 12th. In the two Districts of Arrah and Behar, which I did not visit during the period under review, the officers have been working well. The first grade officer in the District of Behar resigned, early in the quarter, being appointed Nazir of the

Judge's Court at Gya. In his place I sent Ramroop Lall, a native of the Patna District, who has had the advantage of a good English education, as well as of a great deal of intercourse with Europeans. The objection to him is that he is a Kurmi, a low, though respectable caste. He has, however, pleasing unassuming manners, and I had no other candidates to choose from, and could, indeed, hope to find none of so good education in this part of the country. In appointing him I gave him clearly to understand that if his caste should prove prejudicial to his labours, he must resign his appointment. He has been working well, and he is assisted by the best set of second grade officers in the division. Mohun Lall and his subordinates in the Shahabad District, have been working industriously and satisfactorily.

13th. I am now able to confirm by my own experience, the existence of the strongest prejudices against the educational measures, on the part of the people: prejudices that are only strengthened by any attempt to reason against them. "How are we to believe," said one set of villagers to me, "that Government will not interfere with our religion, when we see the Missionaries who are paid by them"? and from this ground I could not drive them. After they had gone, I remarked, that it would be easy for them to satisfy themselves from the Collectorate Treasury that Government had no connection with the Missionaries. "Oh," was the answer, "every body believes that their salary comes in notes from England!"

14th. I am now satisfied that it is unwise to attempt to *argue* with people who attribute such a course to the most ignoble motives; believing that it is adopted only because the Government fear to pursue the straight-forward plan of *compelling* attention to their wishes. In many instances they positively argue thus: "If Government only mean what it professes to mean by these new-fangled notions, why is it necessary to carry them out by currying favor with the people?" concluding that something must be intended which we are afraid to attempt openly. Such notions are so exactly in accordance with the general ideas of the natives of this country, that they find ready acceptance among them; the consequence is that while a command would be obeyed, if not with intelligent assent, at any rate, as a decree of fate, our *advice* is despised, and rarely followed. Besides, as I have often explained, the people in their present intellectual condition, are

utterly incapable of appreciating such advice, even supposing they could be made to understand that it is disinterested.

15th. While therefore keeping up the theory of eliciting voluntary effort, I find it to be the most effectual and satisfactory course, in practice, to take for my starting point, and to allow my subordinates to do the same, that it is the *order* of Government that people should now educate their children, and that the people ought to be satisfied that Government would not command that which is not good for them. Having laid down this principle, we then proceed to prove, by every argument at our command, that, in so doing, the Government has no intention whatever to interfere with the religion of its subjects.

16th. I have been strengthened in my belief that the mode of proceeding described in the preceding paragraph is that which promises the most speedy success, by the fact that Mr. H. S. Reid arrived at the same conclusion in the N. W. Provinces, after a much more lengthened and full experience than I have had. If we can induce attention to education by any means, experience will soon enable the people to appreciate our present motives. While on the subject of the religious suspicions of the people

Anecdote. I may mention an amusing incident that occurred at one of the Model Schools. In one of the Deva Nagari primers occurs a reading lesson of words of three letters commencing, innocently enough, with 'भारत दीन को खा ले दौ' "Eat rice." "Give to the poor." Imagine the consternation of the Pundit at finding it translated in the Bazaar, into "Eat food cooked by people without caste!" "Leave your religion!"

17th. The two main objects to which the attention of the Sub-Inspectors is directed in their tours are, first, to induce the existing Teachers to introduce our books into their Schools, and to adopt an improved method of tuition; and, secondly, to induce the people to establish, at any rate *some* kind of School, where none previously exists. In both of these objects some progress has now been made. The first examination* of the Pupils of indigenous Teachers under the sanctioned system of

Reward System. rewards took place towards the close of the quarter, in the District of Monghyr, when nineteen Teachers presented themselves, and the boys of their Schools, amounting to 266, were examined. The sum of Company's Rupees 32-12 was distributed in rewards to the Teachers, and

139 volumes of useful books were given away among the children. In strict justice, neither Masters nor boys were entitled to receive rewards; but our present object, in this, as in every other department of our work, is to gain the confidence of the people, and induce them to co-operate with us in our measures. It will be easy, by degrees, subsequently, to introduce as strict plans as may seem fitting. The effect, in this instance, of the distribution of rewards is described to me as very satisfactory: the Teachers having readily agreed to teach our books, on our own plan, in future. I consider that the reward system promises well in the district of Monghyr.

18th. With regard to the second object, several Zemindars have Assistance from already established Vernacular Schools, principally in Zemindars the Chuprah district. I had the pleasure of an interview with the Maharaja of Hutwā in that Zillah, in the early part of November, and endeavoured to press upon him the importance of assisting the Government in its measures. Shortly afterwards, upon my Sub-Inspector having again occasion to visit Hutwā, the Raja sent for him, and informed him that he would establish Schools in any places that he (the Sub-Inspector) could select throughout his extensive zemindaries. As this is the first indication of the concurrence of any of the great landlords in our scheme, the success of which must ultimately depend, in a great measure, upon their hearty co-operation, I think it would be politic to give all possible importance to so gratifying a precedent, even to the extent of obtaining for the Raja a letter of encouragement direct from Government.

19th. I regret to say that the sale of books during the Quarter, has Books sold. been the reverse of satisfactory, only 1,750 volumes having been disposed of by sale, and 497 by loan, or as rewards. The value of the latter was Company's Rupees 53-15-6, while the sum realized by sale was, in round numbers, Company's Rupees 435.

Discouragement. The diminution has taken place mainly in the districts of Patna, Bhaugulpore, and Behar. In the Patna district, as I have already reported, nothing succeeds, and, I fear, nothing will succeed under the present Sub-Inspector. In Behar the deterioration may be attributed to the substitution of an inexperienced officer for one who had become somewhat acquainted with his duties. In Bhaugulpore I am at a loss to give any reason for the diminution, unless it be to be found in the fact remarked at the conclusion of the 15th para. of my last

Report, *viz.*, that the purchase of books is as yet confined to a very limited class of society. This retrogression in the sale of books assumes a still more discouraging appearance, when we consider that many new and popular works have been procured from the North-Western Provinces during the Quarter, so that the expenditure of Government has positively increased considerably. In the districts of Sarun and Shahabad, there has been a satisfactory increase of sales, and in Monghyr there has been no diminution of consequence. The sales in the district of Sarun are always 25 per cent. above those in any other district.

20th. Twenty-eight of the seventy-two sanctioned Model Schools were established before the conclusion of the Quarter under review, and on the 31st January their Registers contained the names of 609 boys. Our attention is now being directed principally to the improvement of the Teachers, and I have adopted the following plan with regard to the Schools that we may establish in the future. The Master being selected upon the principles already reported to you, will be required to attend either upon the Sub-Inspector, or, whenever he may be directed, to study, until he be reported capable of undertaking the charge of a School. Meanwhile one of the supernumerary Teachers, of whom there are generally two or three in a district, who are preparing themselves in the hope of obtaining a situation, will take charge of the School. By this means, it is hoped that the improvement of the Master may be secured without sacrificing the School which he may have headed previously to his selection. Since the termination of the Quarter moreover, the appointment of two superior supernumerary Teachers in each district has been sanctioned at my instance. The duty of these men will be, in the first instance, to move from Model School to Model School, organising and improving each in turn,—subsequently they will do the same for the Indigenous Schools. Teachers, who are being prepared to take charge of Model Schools, will ordinarily accompany one or other of these Pundits. In this way they will have all the advantages of a Normal School in addition to those of direct tuition.

21st. In my late tour, finding considerable difficulties arise in procuring houses for the Model Schools, I applied for permission to build a shed for each School at an average expenditure of Company's Rupees 12. This has now been granted; I propose, wherever it is feasible, to induce the people themselves to contribute *something* towards the expense of

building, so as to erect buildings rather superior to what we could do with only the funds provided by Government.

22nd. Fees (one anna per boy) are taken from the boys in attendance at all the Model Schools, excepting those in the district of Shahabad and in one School in Patna, where I have taken upon myself to authorize free admission for the present. The four Schools in the district of Monghyr are the most flourishing in the Division, but even they are far from being efficient as yet. The fees collected during the Quarter amounted to Company's Rupees 75-14-0, and the current expenses of the Schools to Company's Rupees 18-5-9. The balance, according to my plan, will be distributed in rewards to the pupils and teachers.

I have the honor to be,

Sir,

Your most obedient Servant,

R. B. CHAPMAN,

*Inspector, Department of
Public Instruction.*

DINAPORE, }
The 29th February, 1856. }

No. 107.

FROM

H. WOODROW, ESQUIRE, M. A.,

Inspector of Schools, East Bengal,

TO

W. GORDON YOUNG, ESQUIRE,

Director of Public Instruction.

Busuntopore, 28th February, 1856.

SIR,

I HAVE the honor to forward the Quarterly Narrative of the Educational proceedings in the Districts under my Inspection, in accordance with the instructions contained in your letter No. 1558, dated 25th September 1855.

During the months of November, December and January, I was occupied in my official tour, in the Districts of Dacca, Furreedpore, Jessore, the 24-Pergunnahs and Pubna. I visited and inspected all the

Government Schools in these Zillahs, and such private institutions as had applied for grants in aid. The Government Schools have already been reported on in my Monthly Narratives, and the private institutions in separate communications, so that general remarks will, in the present narrative, be sufficient.

3. The Dacca College is the chief source of the supply of educated natives for the Kutcherries of the Eastern Zillahs. The demand is in fact greater than the supply. High Students are certain of employment, and even Junior Scholars receive appointments which in Western Bengal would be reserved for Seniors. It is, therefore, found impossible to keep Students a sufficient time at the College. In December last, the Attendance Register showed but one Student in the first class, two in the second class, and in the third a few more. The first class had been reduced in November by the appointment of Denobundho Mullick, as a Sub-Inspector of Schools. These small classes follow the Senior Scholarship course of the Presidency College, and require instruction in every subject. As oral explanation occupies almost as long a time for two Students as for a dozen, and as good lectures require careful preparation, it necessarily follows that the Principal and Head Master are always fully occupied with work. The late additions to the number of subjects for examination has further increased the labour.

4. The importance of Dacca as the only College in the East of Bengal, and in point of numbers the largest of all the Mofussil Colleges, entitles it to an instructive staff as large as at Hooghly, but an extension to the present establishment is almost hopeless, as the tendency of the great educational despatch is unfavorable to an increased expenditure on Colleges, and as Dacca till very lately annually exceeded its assignment by about 4,000 Rupees. The next best arrangement would be to remove the Students of the first two classes to the Presidency College, and thus enable the Principal to give more time to the third and fourth College classes, and to the Senior and Junior Schools. The College three years ago, was declared full to overflowing; seventy more Students have been added, and yet no increase has been given to the building. In fact the class rooms are now unwholesomely full. To reduce the numbers, full use is made of the restrictions concerning age, and candidates for admission to the Junior School have been superannuated at the age of seven and a half years. Parents in the Mofussil

will not send their children from home at such tender years; yet unless they consent to do so no admission can be granted. A necessary consequence is that scarcely any children of Zemindars are in the Government Schools. From my inquiry on this subject, I find that not five per Cent. of the boys are sons of landed gentlemen. This is much to be regretted. I believe that the best correctative is the establishment of numerous primary Anglo-Vernacular Schools, under the auspices of the Zemindars, and assisted by Grants-in-Aid. The Sub-Inspectors in travelling through their Districts represent strongly to Zemindars the advantage of education, and numerous gentlemen have promised to establish such Schools. Nevertheless, their estimation of the benefits of education is at present so low that they generally offer only ten or fifteen rupees monthly for a School. As the Grant-in-Aid would be of the same amount, such Schools were at first repudiated; but as the Zemindars would give nothing for a good Bengali School, and as instruction at the primary Schools would enable their sons to enter the Anglo-Vernacular Schools when of sufficient age to leave home, I strongly advocated a concession to their wishes, and my recommendation was adopted.

As it is, the majority of the Students in the Schools are the children of the Amlahs, who, with their usual acumen, fully appreciate the advantages of education.

5. The Local Committee of Dacca proposed the establishment of a Branch School, but it was decided not to adopt their recommendation, as a Government School might hinder private enterprise. The Local Committee, with the exception of Mr. N. Pogose, still believe a branch School to be necessary. This gentleman, with equal perseverance and public spirit has, for three years, superintended a School of his own. Two other Institutions have lately been opened, and all three are equally admissible to Grants-in-Aid, should they make application and prove their claims. If the College, in spite of these efforts of private enterprise, still continues oppressively full, I am of opinion that a Branch School should be established: there will be room enough for all. The superannuation of the Candidates for the lowest class at such a tender age as seven years, is strictly in accordance with the rule.

The object of this rule is to induce parents to educate their children in the Vernacular language, but as Gurumohashoys do not teach reading as Europeans understand the term, it is possible to reject boys not only at the age of seven, but even of six years; children of Mofussil Zemindars

would seldom, if ever, enter the Schools if the rule were rigorously enforced. In point of fact, relaxation is made everywhere except at Dacca. The present state of the College School, in its overflowing numbers, is proof sufficient of the estimation in which it is generally held.

The result of the Scholarship examination is the best test available of the efficiency of the College. In all the Colleges many students, after the last examination, forfeited their scholarships; but those at Dacca, not knowing the results in other Colleges, felt deeply depressed.

6. As concerns gymnastic exercises, cricket has always been cultivated at Dacca, and the Students generally are not averse to games.

The Local Committee have, on my suggestion, applied for a grant of money to carry out some of the arrangements introduced at the Calcutta and Hooghly Colleges. The community of Dacca have always contributed from six to eight hundred rupees yearly for prizes. Part of this liberality this year has been restricted to prizes for athletic exercises. I expect that a species of Olympian games will be held annually, and as the money is already paid, the prizes will be given in rupees instead of laurel leaves, a mode of compensation which may induce some students to lay aside the inactivity which Hindus frequently consider necessary to the dignity of a gentleman. In the College compound I have erected a Sun-Dial twenty-four feet long, made on a plan of my own. If it fail to show apparent time accurately to one minute throughout the year, I shall bear the expense. I have constructed another Dial on the same principle on a smaller scale at Furreedpore, and shall eventually extend them to other Schools. It is possible to erect a good Sun-Dial true to five minutes at the cost of one anna. I shall place these simple Dials in all my Vernacular Schools.

7. There are twelve Indigenous Schools in the city of Dacca, and ten of the Gurumohashoys are willing to accept the services of a Government Teacher, and to raise the standard of acquirements in their Schools. I have established two Gurumohashoy circles in the city. Three or four might have been made, but as a Model Vernacular School will probably be placed at Dacca, there would not be a sufficient field for both the Model School and the Circular Teachers.

8. Among the Indigenous Schools thus assisted, is one which deserves especial mention. It is conducted by a female named Mohinee. Neither my Sub-Inspectors nor myself have ever seen this person, as she is always behind the purdah; but she has accepted the aid of the Govern-

ment Teacher. The children learn their lessons in one part of the mat hut, and then pass round the screen to receive instruction from their governess. I am aware of no other instance of a purely Native School raised and conducted by a native female. The standard of acquirement in the School is not high, but books have been introduced, and one number of the *Seeshusheky* read through.

I shall watch the progress of this School with particular attention, and encourage it to the utmost of my power. Indeed I think that especial marks of favour might be shown to this School-mistress in order to induce other poor but respectable females to obtain sufficient education for the conduct of rudimentary Schools.

9. The Zillah Schools in the districts through which I have hitherto travelled, are well conducted; yet all show that systematic instruction in the art of teaching is necessary. Some Teachers are better than others, but teaching as an art has been studied by none. The fault of almost universal occurrence is a want of activity and animation. This is due partly to the nature of the country, but still more to an absence of information on the best means of awakening and sustaining the interest of the class in the subject of its lessons. At my request Local Committees have written to procure books on the subject, such as Dunn, Stow, Sullivan; *The School-master*, &c. I have also informed the Teachers that after allowing them a reasonable time to read any one of these books that they may be able to procure, I shall, on my return, examine them.

10. It is also a subject of regret that Teachers having once obtained an appointment, lay aside their College reading without taking up any other in its stead. I have pointed out this omission, and hope to find that they will keep up, if they do not increase, the amount of information which they then possessed.

There exists also a great ignorance on passing events. Their idea of Europe, as it is, is generally derived from Addison and Goldsmith, but the change in manners and customs during the last century is quite unknown to them. To remedy this defect, the Local Committees have agreed with me in ordering the *Illustrated London News* for the use of teachers and pupils.

11. A Vernacular Library established at Dacca in October, through the public spirit of Mr. Forbes of the Dacca Bank, a Member of the Local Committee, speedily numbered

fifty-four Members, each paying four annas a month. At Furreedpore the proposal for a Library was made in December, by the Sub-Inspector, Moulvie Allahadad Khan, and being supported by the Magistrate, contributions to the extent of nearly four hundred rupees were collected, and arrangements made for purchasing Vernacular works. At Burrisaul the Principal Sudder Ameen has kindly undertaken to promote the establishment of a Library. At Jessore, Pubna, Tipperah, and Noakhally, the subject has been brought forward, but without satisfactory results at present.

12. The dépôts for books established by the School Book Society,
 Sale of Books. are all in operation in the Zillahs of East Bengal, but with the exception of the Agency at Dacca, have done little as yet to promote the distribution of the Society's publications in the Mofussil. The Sub-Inspectors have been directed to carry books for sale with them on their tours, and when requisite, advances to the amount of 20 Rupees have been made to enable them to purchase a small stock. The Teachers of the Gurumohashoy circles have all supplied the Schools under their care with books, and seven hundred and ninety-nine copies of the Seeshushekya, &c., have thus been disposed of.

13. The books now most needed in our superior Schools, are one
 Books required. on the art of teaching, and another on Agricultural Botany adapted for the climate of Bengal. The want of a good text-book for the agricultural class is greatly felt at Baraset, and when the study of Botany becomes more diffused will be required every where. The serious pecuniary hardship to poor Students in the frequent change of books renders me averse to recommend any fundamental change at present. Bengali School books are numerous and quite sufficient for the present low standard of our Schools. The elementary English works of the School Book Society, have a wide circulation. The Readers are stated, on the Title-page, to be adapted to the capacity of Indian youth, but a more unwarrantable assertion is hardly possible. They are thoroughly English; for example, in the First Reader it is said "William, tie the pinks to white sticks in the green house"—and again, "Good boys put the fork and not the knife into their mouths". The fork being held in the left hand! For this and other reasons the orthodox Hindus of Tipperah complain, that in their opinion the boys learn bad manners at the Government Schools.

Simple as these sentences are to read, they require much explanation, and are not at all adapted for little Hindu children.

14. I have found no difficulty, but on the contrary, much pleasure in co-operating with the Local Committees. In some Local Committees. Schools the examinations have been very carefully conducted, and generally the Committee Meetings have been held regularly, but the duty is considered irksome.

15. The sanction of the Government to the establishment of sixty Gurumohashoy circles at a cost not exceeding 25 Indigenous Schools. Rupees each, reached me in the middle of January. I had in expectation of this sanction established before the end of December two circles in Dacca, two in Baraset, and five in the 24-Pergunnahs. Before the end of January, I had established three more in Baraset.

Sub-Inspectors. 16. The Sub-Inspectors now engaged are as follows:—

<i>In the 24-Pergunnahs and Baraset,</i>	Baboo Jugut Chunder Banorjee.
<i>Pubna,</i>	..... Nilmoney Sen.
<i>Furreedpore,</i>	..... Moulavee Allahadad Khan.
<i>Dacca,</i>	..... Baboo Dinobundhoo Mullick.
<i>Burisaul,</i>	..... Shamachurn Bose.
<i>Jessore,</i>	..... Vacant.

The Sub-Inspector of Jessore, Russicklall Sircar, resigned on account of ill-health brought on by the fatigue of travelling. The Sub-Inspectors are incessantly travelling, but in the Eastern Districts there are but few Schools to inspect, even of the Gurumohashoys. Their duty now is to induce the principal inhabitants to establish Schools, and in this they have met with some success—near Calcutta there are many Schools, and Baboo Jugut Chunder Banorjee has done his duty well. During the past three months he has visited on the average twenty-four different Schools, and travelled three hundred and eighty-nine miles monthly. The next successful Sub-Inspector has been Moulavee Allahadad Khan.

17. I have visited during the Quarter the following Grant-in-Aid Schools. places for the purpose of establishing Grant-in-Aid Schools.

<i>In Dacca,</i>	..... Naraingunge, Moonshegunge, Rajanugger, Lojun, Calleepara, and the Pogose School at Dacca Station.
<i>In Furreedpore,</i>	..... The Vernacular School at the Station.

- In Pubna*,..... Koomerkhallee, and the Vernacular School at
the Station.
In Jessore, Naral, Magoorah, and Sibrapore.
In Baraset, Hallyshuhur Koomerhatta.
In the 24-Pergunnahs,... The Roman Catholic Orphanage at Entally
The Schools at Belghoria, Syedpore, Ba-
ranogore, Blowanipore and Baripore.

I have the honor to be,

Sir,

Your most obedient Servant,

H. WOODROW, M. A.,

Inspector of Schools.

No. 276 of 1856.

FROM

WM. ROBINSON, ESQUIRE,

Inspector of Schools,

Assam and North Bengal,

TO

WM. GORDON YOUNG, ESQUIRE,

Director of Public Instruction, Fort William, Bengal.

Dated Rungpore, 25th February, 1856.

SIR,

I HAVE the honor to lay before you a brief report of operations in my division, for the Quarter ending with the 31st January, 1856.

During the period under review, several applications have been made to me for Grants-in-Aid, but in most instances they were for Schools that had but lately been opened, or had yet to be established. In every case too I felt anxious to gain more detailed information than had been furnished by the applicants regarding the prospects of the Schools, and the amount of local contributions, which the managers would guarantee towards their permanent support. References had therefore to be made to various parties, which has caused considerable delay, and has hitherto prevented my submitting these applications for your consideration. In connection with each of these Schools, I beg to add that I have sought

to form a Local Committee of Management, composed of the principal native inhabitants, both with the view of fostering a practice of combination for purposes of mutual benefit, as well as to inspire the people with a sense of personal importance, and so inducing them to take a personal interest in the success of the institution under their charge. I have reason to hope that these Committees will soon be formed, and that I shall shortly be able to report more satisfactorily on the subject.

The small indigenous village Schools in Assam, I am happy to state, are gradually becoming more numerous, and most of them have now been supplied with School books, though these latter are not exactly of the description I should wish them to be. A few of these Schools bid fair to have a permanent existence, and the pupils attending them are making satisfactory progress. The Teachers however are, for the most part, very incompetent men, and are scarcely able to do more than to instruct their pupils in writing and the simple rules of Arithmetic. But it seems advisable that the work should be carried on even with these imperfect tools, rather than that it should be deferred till more efficient men can be introduced into the field. I hope, by and by, to be able to prevail on some of them to spend a few months of the year in attendance at the Normal School, when I have little doubt they will gain many new ideas that will prove of great advantage to them in the discharge of their duties, and as the Normal School itself advances, a number of properly trained young men will be available for the establishment of a better order of village Schools throughout the province.

Since the date of my last report, the Anglo-Vernacular School at Gowhattee has been raised to the status of the Zillah Schools in Bengal, and this alteration in its internal management has already had a most beneficial effect on the institution; the number of pupils attending it having been doubled within the last two months.

The people in the neighbourhood of Seeksagur in Upper Assam, are extremely anxious that like advantages should be extended to them, and as soon as an efficient Master can be procured, the School at that station also will be placed on the same footing, with a result that I expect will be still more satisfactory.

The other English Schools in my division, I am happy to state, are advancing very favourably.

During the Quarter, the district of Mymensing has been taken up,—a Sub-Inspector having been appointed to it on the 1st of January last.

He is now engaged in travelling through the district, and his reports hitherto have been very favourable regarding the interest evinced by the people for the instruction of their children. Efforts are being made for the establishment of Schools, which I trust will in time prove successful.

It gives me great pleasure here to bring to your notice the existence of a small English School at Jumalpoore, founded by the Policè Darogah, Baboo Callychurn Ghose. There are at present 42 boys on the rolls, and the proceeds of their schooling fees amount to Rupees 25 per mensem. From this sum a few contingent expenses are defrayed, and the balance, about 19 or 20 Rupees, supports the instructive staff. The School has been reported of favourably by the Sub-Inspector, and measures are being taken for adding a Vernacular department to it, and inviting a few respectable natives to form themselves into a Committee for the general superintendence of the School.

The Vernacular School in the Sudder station—Nussecrabad—one of the 101 Schools established during the administration of Lord Hardinge, continues to be very popular, and its popularity I believe is in a great measure attributable to the very praiseworthy exertions of the Head Master, Baboo Janokeechurn Bose. It now numbers upwards of 150 pupils, and the schooling fees realized during the year 1855 amount to Rupees 104-12, showing an increase of Rupees 40-14 above the amount realized in 1854. The annual examination of the School was held in January, and was conducted by Mr. Cooper, the Collector of the district, aided by several of the native gentry, who on this occasion subscribed 75 Rupees for prizes, which were awarded among the successful competitors. At the previous examination, I understand, the subscription for this purpose did not amount to more than Rupees 21.

In Sylhet nothing has been done during the Quarter under review for the promotion of Vernacular education, but a Sub-Inspector has since been appointed, and I hope, in my next report, to be able to furnish an account of our labours in that quarter. My report on the English School at the station was submitted to you only a few days ago, and any further reference to it at present will be unnecessary. I took occasion at the same time to report on two very flourishing Anglo-Vernacular Schools in the station of Sylhet, under the superintendence of the Reverend Mr. Pryse, which, together with the Government School, afford a superior English education to upwards of 350 boys.

On leaving Sylhet I proceeded to Cherra Poongee on the Khasia Hills and visited the Schools under the superintendence of the Reverend Mr Lewis, of which there are nine for boys and one for girls. The winter months being the busy time of the year for the people on the hills, and the services of the children in all out-door occupations too valuable to their parents to admit of their being able to attend School regularly at such a time,—the aggregate daily attendance of these Schools was no more than 170. During the rains, however, the attendance is much larger. The desire of acquiring a knowledge of letters is now spreading so rapidly under the influence of these Schools, that there are several young men and women residing in the neighbourhood, who receive private instruction, and after a day of labour and fatigue spent in their usual avocations, sit together in the evenings to learn what they can from those who attend the Schools during the day. Many villages in the interior have also applied to have Schools established amongst them, but the want of Teachers prevents a compliance with their solicitations. To meet this deficiency, I have had the honor to recommend an additional Grant-in-Aid to Mr. Lewis, for the support of a few youths of both sexes to be trained as Teachers, and when these are qualified to enter on their duties, the progress of education will doubtless be more rapid and extend more generally. The Khasias are just beginning to awaken to a consciousness of the value of education, and under the zealous exertions of the Reverend Mr. Lewis, so liberally aided as they are by the Government, there is every reason to expect that this people, whose temporal condition has already been so much improved by their connection with the British Government, will also benefit both morally and intellectually.

The Schools for the Kacharis in Central Assam, under the superintendence of the Reverend Mr. Hesselmeier, have been visited by the Sub-Inspector and reported on favourably. There are but three Schools at present in operation, with an aggregate daily attendance of 83 pupils, and these were first opened in February last year. Mr. Hesselmeier writes to say that he hopes, before the end of the present Quarter, to be able to open three more Schools in localities where the people have expressed an earnest desire to have their children taught.

The Model Schools, sanctioned for the districts of Rungpore, Bograh, and Dinagepore, I am sorry to say, have not yet been opened. First, because no School-houses had been erected, and secondly, because no Teachers were available. In Rungpore, however, five houses have been

reported ready, viz. : in the towns of Olipore, Sonyasikota, Chilmari, Godarghat, and Bardergunge, and I hope to make some arrangement for the appointment of Teachers before I quit the district. I indulge the hope that on my visit to the districts of Dinagepore and Bograh, to which place I am now proceeding, I shall be able to expedite measures for the establishment of the Schools sanctioned for those districts also.

The Committee of Management of the Rungpore Zemindarce School, have at my suggestion adopted, during the Quarter, the plan of levying schooling fees, and the result has already been a decided improvement in the daily attendance of the boys.

The Sub-Inspectors have all attended to their duties satisfactorily, but hitherto with very little apparent success. We have many difficulties of no ordinary kind to contend with, and meet with much to disappoint and discourage us. On the whole, however, I believe the work is progressing, though it may be with slow and stealthy steps.

I have the honor to be,

Sir,

Your most obedient Servant,

WILLIAM ROBINSON,

Inspector of Schools,

Assam and North Bengal.

No. 74.

FROM

THE ASSISTANT INSPECTOR OF SCHOOLS,
South Bengal,

TO

W. GORDON YOUNG, ESQUIRE,
Director of Public Instruction,
Fort William.

28th February, 1856.

SIR,

WITH reference to your letter No. 74, dated 7th ultimo I have the honor to submit a brief narrative of my proceedings during the quarter ending 31st January last.

2. Eighteen, out of the twenty Model Schools sanctioned by Government for the Districts of Nuddea, Burdwan, Hooghly and Midnapore, were established during the quarter ending 31st October, 1855. The remaining two Schools have been opened in the quarter under review; so that each of those districts has now its full complement of five Schools.

3. The total number of pupils receiving instruction in the Model Schools, amounts to 2,738.

4. Considering the short period for which the Schools have been opened, the progress made by the pupils of those among them which were established at the commencement of our operations in September last is very creditable. The first classes in them read the Nitibodh, Animal Biography (School Book Society's) and Arithmetic. One School in entitled to particular notice, viz., that at Mohespore in Nuddea. The progress of the pupils of this institution far exceeds the progress made by the Students of any other School. They have finished the Nitibodh, Charupat, part I., a portion of Part II. and Jebuncharita.

5. The pupils in general are remarkable for their zeal and pay great attention to their studies. Of this I have great pleasure in mentioning one particular instance. While on my late tour of inspection, I examined the pupils of the Model School at Jowgong, and to please them wanted to give them a holiday; but I was agreeably surprized to find that they expressed great unwillingness to avail themselves of it, saying that the holiday would be an unnecessary interruption in their lessons.

6. The inhabitants of nearly all the villages, where the Schools have been established, take a lively interest in them. The elders frequently visit the Schools and sit for hours together, hearing the boys read and explain their lessons, and appear greatly pleased with the mode of tuition, the new Class Books, the orderly arrangement of the boys in their respective classes, &c. I cannot here pass over an instance of the sincere pleasure which an old gentlemen of Gopalnaggur, in Midnapore, expressed, while listening to the reading of a boy in the School there. After attentively listening for some time, he burst into an exclamation expressive of the superiority of our system over that in use in the Patsallahs under Gurumohasoy's, and anticipating the most beneficial results from the former, actually shed tears of joy.

7. This state of things certainly augurs well for the future prosperity of the Model Schools.

8. Measures are being taken by the inhabitants of the villages in which the Model Schools have been established for the erection of the School Houses, and in some, the buildings have made considerable progress.

9. In three out of the twenty Model Schools, there has been a decrease in numerical strength in the quarter under reference. In the School at Jowgong this is owing to a feud which sprang up amongst the inhabitants of the village, by which they were divided into two parties; and, as the School was located at the house of a member of one party, the members of the other party objected to send their children there. On the occasion of my last visit, however, I was glad to observe that affairs had taken a better turn, and boys were again slowly returning. I am confident that in a short time the School will regain its former numerical strength. The inhabitants have also engaged that similar causes shall not in future be allowed in any way to affect the interests of the institution.

10. In the School at Mancor the falling off in the number of boys is to be ascribed to an impression in the minds of many of the villagers, that the object of the institution was proselytizing, and that the Teachers were Christians sent up from Calcutta for that purpose. This impression appears to have been created in their minds by the machinations of the Gurumohasoy's whose Patsalas had begun to be deserted on the establishment of the Model School. Fortunately, however, the Head Master of the School is an Orthodox Pundit, and an inhabitant of a village near Mancor. When these circumstances became known to them, the erroneous impression began to be effaced, and on the occasion of my last visit, I was glad to find that their confidence was being gradually restored.

11. The novelty of the Model School at Khantoora attracted, at the commencement, a large number of pupils. The only available houses which had been lent by the villagers for the School, were too small to accommodate such a number, and though the pupils attended for a time in spite of the inconvenience arising from want of room they have since gradually fallen off. It is, however, hoped that when the new School House is completed, we shall have the same number of boys again.

12. Of the ten Vernacular Schools under the old system, those at Ooterparah and Midnapore are in a flourishing state. The School at Boinchee had been remodelled and was gradually improving. But on the opening of an English School in that village, that institution has

begun to be deserted. Towards the close of the quarter, ending 31st October 1855, the School at Jyntipore was in a very bad state; the number of boys was only 17. In October last the Master got a month's leave of absence, and a Student of the Normal School was sent to officiate for him in his absence. During the incumbency of the *locum tenens* the School began to flourish; thus proving that its bad condition was owing to want of abilities in the Master as a Vernacular Teacher, doubts of which had already begun to be entertained. I therefore, required him to come down to Calcutta, on the expiration of his leave, to pass an examination, before he rejoined his post. Since the requisition he has disappeared. The officiating Master has been consequently appointed to the post, and the School is prospering under his able management. The number of pupils has risen from 17 to 79.

12. During the Quarter under review, an application for a Grant-in-Aid was received from the Committee of Management of the Vernacular School at Kishnaghur, and being recommended, has been sanctioned to the extent of 35 Rupees per month.

13. In the scheme of Vernacular Education, which I had submitted to His Honor the Lieutenant Governor when a Member of the late Council of Education, I had proposed the appointment of two Sub-Inspectors in the four Districts of Nuddea, Burdwan, Hooghly and Midnapore. But, with a view to the speedy commencement of operations, you desired me to avail myself of the services of four, or one officer for each Zillah. They continued in their posts till December last, when, all the Model Schools except one having been established, the services of two out of the four were dispensed with. The remaining two having taken charge of the four Districts under me, were, in consideration of additional labor and increased travelling charges, promoted to the higher grade on 150 Rupees per month each, under your orders of the 28th December, 1855.

14. During the Quarter the Bengali translation of Select Fables from James' Fables of Æsop has been completed and printed. Treatises on Geography, Arithmetic and Elements of Natural Philosophy are in the press. The translation of Rasselas is complete, and will soon be sent to the press. The works in History, Astronomy, Biography, &c., are in course of active preparation.

15. The Normal School continues to open in the Sanskrit College Rooms, between the hours of 7 and 9½ in the mornings. The progress

of the pupils has been satisfactory. Fifteen have received appointments during the Quarter, four in the Model Schools and eleven in the Vernacular aided Schools. The School is well attended; the number of pupils amounts to 93.

16. The Sub-Inspectors under me have been busily engaged in inspecting the Schools in their respective Districts. They have given me great satisfaction by their diligence, zeal, and attention to their duties.

I have the honor to be,

Sir,

Your most obedient Servant,

ESHWUR CHUNDRA SHARMA,
Assistant Inspector of Schools, South Bengal.

